

Childhood Education

NOV 5 1959

*Probing Ideas and
Improving Practices*



**The Teacher
in a Democracy**

November 1959

Journal of the Association for Childhood Education International

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**For Those
Concerned with
Children 2-12**

*To Stimulate Thinking
Rather Than Advocate
Fixed Practices*

1959-60
Probing Ideas and
Improving Practices

Childhood Education

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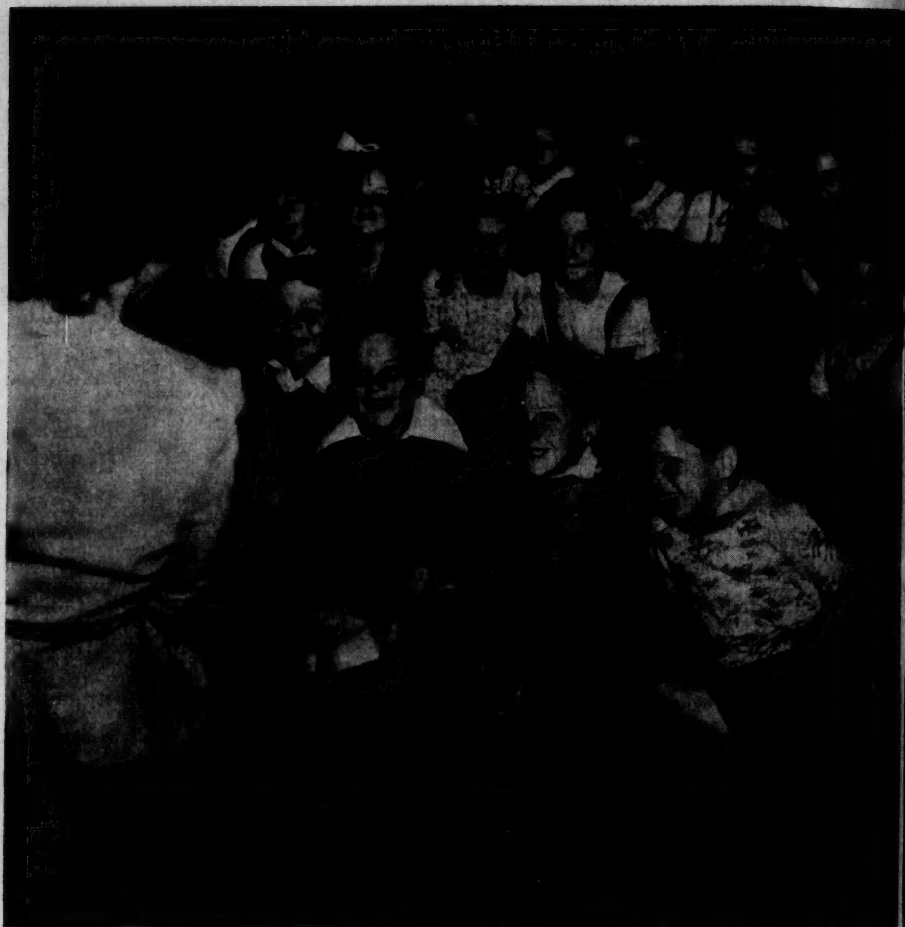
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Role of the Teacher in a Democracy

DOES THE ROLE OF A TEACHER IN A DEMOCRACY—IN OUR KIND OF democracy—differ from the role of a teacher in any other form of society? If so, what is the difference?

Teachers in every nation are expected to love children and to enjoy working with them. They are commonly expected to help children in school learn the fundamental academic skills, acquire some knowledge of history and geography, and grow into mature individuals who will

fit into the society. Perhaps here is the key to the primary difference. *Schools in the United States are expected to help children fit into our kind of society.*

We take pride in being a freedom-loving, venturesome people, strongly motivated to maintain conditions which nurture a high degree of freedom for our people and even to extend these conditions to peoples elsewhere. This purpose contrasts sharply with purposes in many other nations of the world yesterday and today. The children in our schools must come to know what freedom is, to understand when and how freedom may be lost, and above all to know that each of them has responsibility for its maintenance.

Making decisions—a heavy but highly cherished responsibility—is the essence of democracy: in daily living; in local, state, and national problems; in government. Children require opportunities to develop intelligent decision-making techniques—by making many choices independently when only they are involved and with others when they, too, are involved.

Foresight is essential in a society where the average man makes decisions which affect not only contemporary life but may even determine the course of events tomorrow or for generations to come. Children need many opportunities to project “what may happen if we follow a certain course.”

Respect for the values people hold is the heart of democracy. Sensitivity to the values held by most of us and to the ideals and aspirations of other individuals and groups enables persons of differing codes and cultures to achieve a good life together. Children can be helped to look at values in daily situations; they can think about which values are most desirable; they can evaluate whether an action taken was good and how the results can be made even better.

Depth of feeling and breadth of knowledge give emotional and intellectual flavor to purposes and acts of individuals. Children add stature by probing the depths and skimming the top of the beautiful in the world around them: in sound, color, form and rhythm; in time and space; in arts and sciences; in work and play; in self-expression and human relationships. They also add stature by realizing the joy and excitement of pursuing truth through the printed word, pictures, interviews, discussions, experiments, and all the other “data sheets,” never quite able to find it, and leaving it tentative—for another pursuit—another day.

Yes, teachers in America have a unique role. By providing “quality living” of a democratic and thoughtful nature in their schools and classrooms, they can contribute inestimably for now and for generations ahead to “quality living” in our democracy.—*GERTRUDE M. LEWIS, Specialist for Upper Grades, Office of Education, U. S. Department of Health, Education and Welfare, Washington, D. C.*

By HAROLD TAYLOR

Role of Education in Contemporary Life

This is a condensation of a talk given by Harold Taylor, formerly president of Sarah Lawrence College, Bronxville, New York, at the 1959 Study Conference of the Association for Childhood Education International in St. Louis, Missouri.

I COME BEFORE YOU AS AN UNRECONSTRUCTED progressive who believes deeply in progressive education, who is proud to have had a close friendship with John Dewey, who considers Dewey one of the greatest of all educational philosophers, who believes that the trouble with educational thinking in America today is *not* that progressive ideas have undermined the schools and sapped their strength but that there is not enough progressive education in the schools and colleges. It hasn't yet been tried.

America is suffering from conservatism, complacency, and lack of confidence in her own democratic strength. The hard-nosed position about education taken by Admiral Rickover and others who haven't had the privilege of teaching children in a classroom will damage our educational system if taken seriously as a basis for educational planning in the future. A return to progressive ideas in politics, social reform and education is our greatest hope and must be our highest aim.

Fundamental Principle

What is the fundamental principle of democratic education? It is that each child must be encouraged, protected, loved, cherished, respected and taught so that he may become the most that he is capable of becoming. Educational institutions exist to transmit the habits

of mind and the social customs of a given society from one generation to the next. The traditional view of education is that the schools are agencies of transmission by which the younger generation is taught what society wants him to do.

Schools and colleges should not be merely the agencies for transmitting American middle-class values, which under community pressure is what they are or will become. They must be agencies for transforming and re-creating the values of each generation.

If each child is to be given a chance to develop fully, the school and society should not simply impose an old set of values upon the new generation. If truth and ethical principle are to be learned by the child, he must rediscover truth and principle for himself with the guidance of sympathetic parents and teachers.

Bringing Powers to Fruition

The progressive idea in education is to consider the child in his own reality, to bring his powers to fruition, and to give him a chance to serve his society in the ways best suited to his talents. The authoritarian idea is to decide what are the needs of society for trained manpower and then to set children to work in school to fill these needs.

Our concern must be for the development of the individual, since we live in

a society of massive pressures which are acting to crush the creative element of individual talent.

We are also in a peculiar situation as far as political and intellectual leadership are concerned. Politicians follow the same path as do the television rating systems. They want to know how their ideas are being received before they go on having them. The mass magazines keep trying to find out what their readers think so that they can publish things with which the readers agree, while the readers keep reading the magazines in order to find out what they should think.

We must accept the fact that we live in a mechanized, mobile, collective society. Whether or not our children watch television regularly or read the mass magazines, they are affected by them since the ideas and values of the mass magazines and of television programs permeate the atmosphere in which they and their parents live. Added to this is the general anxiety produced by our living continually in an atmosphere of cold war, with frequent crises and frequent threats of a nuclear war which can destroy us all.

Each generation has its own truth and the chance for a fresh start. Each day is a new one. Each problem can find its own solution. If what I have said is at all accurate as a description of the atmosphere in which today's children are growing up, then we must realize that this situation is one which can create its own cure. The cure suggested by most is that we stiffen our curriculum of academic subjects, clamp down on the young, move more academic subjects into the elementary schools, or do what is called "raising standards" by which is usually meant, making us more like the Russians. The assumption is that more academic mate-

rial studied for a longer time, particularly if it is material which the student has not chosen to study, will make young men and women better and the country stronger. In my judgment, it will have the effect of making students less interested in learning and more in passing examinations, less interested in the world around them and more in getting ahead in it, less interested in the aims of western society and more in the technique of achieving aims already established for them by others.

Pressure for Academic Achievement

There is enormous parental and community pressure already applied to the young to achieve academic standards at the expense of intellectual and human values. While we who believe in the value of learning as a means of developing minds are doing our best to achieve this purpose, parents are urging their children to get good grades and urging their teachers to stop being concerned so much with children's personal growth.

In the vanguard of those who wish to press school children into a cold war curriculum is Admiral Rickover. He is a true non-conformist who isn't afraid to tackle any problem or any person, or even to take on the whole Navy if by doing so he can cut through red tape and release new ideas and new concepts. He does not mind being controversial. He thinks the country's educational system is weak. He finds time wasted on non-essentials, a lack of purpose in the American high school, and a lack of high academic achievement by our students. He also finds that we are not spending enough money on our schools and colleges to achieve the results we must have.

The Admiral has announced that the whole of education lacks a rudder and

a compass because John Dewey and the progressives have thrown them both away and have advocated drifting with the tide. Nothing could be further from the truth. Dewey and the progressives have urged and fought for an educational system which can give leadership and direction to American democracy; for an academic program which not only includes the sciences, both social and natural, but which can commit the student to a sense of purpose in his education, and to the highest degree of effort to achieve that purpose.

Raise Level of All

The essence of Admiral Rickover's argument is this: We live in an age of technology where the technical expert is necessary for the advancement of our society. The strongest society is the one with the best experts. Therefore we must use our educational system to produce the technical experts we need if America is to retain its place of leadership in the international community.

I cannot help wishing that a man as intelligent as Admiral Rickover had gone deeper in his social and educational analysis than this.

There is absolutely no doubt that American boys and girls could do more in school and college. They want and will do more if given the education they deserve. But that takes time and money and teachers, not merely for a few brilliant students who have already shown their talents but for the whole mass of children who are presently being classified as the *average* or the *below-average*.

We will gain little by continuing to condemn American schools for the fact that they do not resemble the European or the Russian system. The Russians have discovered that the ten-year aca-

demic program produces a very large number of drop-outs of those who enter, that it is creating a separate class of youth who think of the farm and the factory as beneath them and who wish the special privileges of an intellectual elite. The steps now taken in the Soviet Union involve two years of vocational training for all, something which should scandalize those in America who argue for an academic American program.

Fundamental to our whole American system is an attitude to life which is democratic and progressive. These attitudes involve moral values. Certainly the arts of communication, reading, writing, spelling are fundamentals. Certainly arithmetic, mathematics, literature, foreign languages, history and science are fundamentals for our American curriculum. But so are the creative arts—music, theatre, dance, painting, drawing, sculpture; and so is the art and science of self-government. These are not frills, they are essentials. Certainly discipline is important, but discipline is not to be achieved by dictation or by installing a purely academic program which all must take merely to undergo "hard subjects."

Current School Problems

How can the ordinary meaning of the word *discipline* be achieved in schools where there are double shifts, forty students in a class, where merely keeping order requires all the emotional and educational power of the teacher? How can teachers learn to discover the talents of individuals and children, give them the guidance they need, or raise the level of their academic achievement if they are so overloaded with teaching duties and numbers of children that they can't know the children well enough to help

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them? How can children learn to respect the rights of others when schools are shut down in order that Negro children should not receive the education they seek and to which they are entitled?

What is needed is a new progressive program of education which actually carries out educational reforms of importance to a new age. The practical administrative problems take our eyes away from the essentials. We talk about immediate needs rather than long-range goals—we discuss the need for scientists and engineers, for educated manpower in industry, for teachers, for buildings, for higher pay. We have become so used to discussing education in these terms that the mind, the spirit, the quality of the American experience are seldom mentioned and seldom missed.

Toward a Solution

Finally, I wish to comment on some of our material efforts to improve the quality of education and to suggest ways in which these efforts might be improved. The National Defense Education Act is the first little cautious step by Congress toward a solution to educational problems. At a time when ten to fifteen million dollars may be blown up at one single rocket launching, we can muster only six million dollars for loans to the entire college population of the country. In a critical teacher shortage, with an even greater one ahead, we can offer not scholarships for the talented who wish to enter teaching but an inadequate set of loans, half of which may be canceled provided the student enters the teaching profession. At a time when schools are bulging and space is inadequate we find government money-savers who deny the need for classrooms. At a time when we know that modern architecture can give us a school and college environment of beauty and function, we hear talk of

minimum budgets, waste of taxpayers' money on the frills of new schools. We can take comfort in the fact that Congress and the administration recognize the fact that we have a real problem, but we need to warn those in charge that unless they develop something bold and imaginative to match the size and depth of our national needs, we are simply not going to have the educational system the times demand.

What is needed is massive federal and state support for our schools and colleges—a federal program of fellowships for graduate students, grants for college buildings, scholarships for those entering the teaching profession, and support for teachers' salaries. Ideas, imagination, the will to create, energy and determination, these are the fundamentals. Money alone will not bring the answer. But money is the necessary condition under which the answer will be obtained, and we will get only the quality of education for which we are prepared to pay.

We as teachers, parents, educators and citizens are the ones who are in touch with the children, who know that there is talent and power beyond belief—in the children we instruct. We can inform the rest of the country that it is time to wake up, that we have a great idea here in the United States, that we have an enormous national talent for progress. It is time to put it to work.

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What Do Parents Think of Teachers?

Ruth Willard, associate professor of education, University of Oregon, Eugene, gives findings of a study which compares what parents and teachers think of learning situations for children.

WHAT DO PARENTS THINK OF TEACHERS?

One way of answering this question is to explore an important facet of the question: what do parents think of the learning experiences teachers provide children? The study reported here contrasts what parents and teachers consider to be desirable classroom procedure. It is too brief to allow more than a summary of findings. It will serve, however, to indicate areas in which little parent-teacher difference occurs and areas in which there is wide discrepancy.

How Did the Study Begin?

This article presents a comparison of teacher-parent choices of classroom procedures as pictured on the Photographic Problemnaire.¹ The Problemnaire consists of pairs of photographs which present common classroom teaching situations, each pair of which allows a choice between two alternative practices which might be used in the situation. The photographs are organized according to the nine categories of personal goal-valuing reported by Wickert² as a result of an extensive survey of psychological and philosophical literature and used by him in his test. The nine categories represent primarily the normal goals of the socialized adult. They are: Freedom, Helpfulness, New Experience, Power and In-

fluence, Recognition, Response, Security and Stability, Submission and Workmanship.

The Photographic Problemnaire was developed and tested in an earlier study. Briefly, its original development was as follows: Photographs were selected which presented a problem-situation in which there could be a reasonable choice of alternative behaviors. Criteria for the selection of the photographs were that they include (1) only common teaching situations, (2) only teaching situations representative of the nine valued categories, (3) only teaching situations which presented the possibility of a choice of two alternative behaviors. One of these pictured behaviors was structured to illustrate positive valuing and one to illustrate negative valuing in each goal-value category. Captions which helped to structure the situation were placed under each photograph. A definition of the appropriate goal-value category appeared with each pair of photographs.

Two pairs of photographs were collected for each of the nine categories, totaling 18 pairs or 36 photographs in all. The photographs were submitted to a jury of persons familiar with classroom situations and the values underlying them to determine which photographs were indicative of positive valuing and which negative, for a specific goal-value category. Before use in the study proper, a pilot study was conducted with the photographs to determine the choices of a group of teachers and why they made these choices.

¹ Ruth Willard, "A Study of the Relationship between the Valued-Behaviors of Selected Teachers and the Learning Experiences Provided in Their Classrooms," *Journal of Educational Research*, September 1966, pp. 48-51.

² Frederic R. Wickert, "A Test for Personal Goal Values," *Journal of Social Psychology*, XI, January 1940, p. 126.

The subjects in the present study are fifty-three teachers from the earlier study in California and fifty-three volunteer parents from four Oregon schools. In thirty-five- to forty-minute individual interviews the teachers reacted to the question, "In which room would you rather be teacher? Why?" In a comparable interview, the parents reacted to the question, "In which classroom would you rather have your child? Why?" The response accompanying each teacher's choice of photograph and each parent's choice of photograph was recorded in full.

Eight per cent of the teachers participating in this study are men and 92 per cent are women. Twenty-eight per cent of the parents participating are fathers and 72 per cent are mothers. Grade levels taught by the teachers range from kindergarten through grade six. Grade levels in which the children of the parents are enrolled range from grade one through grade six. Source of family income represented in the parent group includes 26 per cent professional and 74 per cent engaged in occupations such as logging, farming and mechanics.

What Are the Findings?

It should be noted that in the areas of Power, Submission and Security, positive valuing is actually synonymous with negative valuing in the other six goal-value areas. However, to make less confusing the following discussion on the parent-teacher choices, the term negative is applied to positive valuing in the three goal-value areas of Power, Submission and Security. For example, positive valuing in these three categories is indicated as negative in order to facilitate comparison with negative valuing in the remaining six categories.

All 53 teachers chose all positive behaviors in the areas of Recognition and

Response. The next highest selection of positive behaviors was in the Security category, with 98 per cent of the teachers choosing positive responses. The categories arranged by order of highest to lowest percentage of teacher selection are as follows: Recognition 100 per cent, Response 100 per cent, Security 98 per cent, Helpfulness 96 per cent, Personal Freedom 96 per cent, Power 92 per cent, New Experience 91 per cent, Submission 79 per cent and Workmanship 72 per cent.

All 53 parents chose positive behaviors in the areas of Recognition and Workmanship. The next highest per cent of positive choices was in the New Experience and Response categories with each being chosen by 96 per cent of the parents. The categories arranged by order of highest to lowest percentage of parent selection of positive behaviors are as follows: Recognition 100 per cent, Workmanship 100 per cent, New Experience 96 per cent, Response 96 per cent, Helpfulness 92 per cent, Security 92 per cent, Personal Freedom 84 per cent, Power 81 per cent, and Submission 53 per cent.

How Do Parents and Teachers Compare?

In all but two categories a larger per cent (4-26 per cent) of teachers chose positive behaviors than did parents. All teachers and all parents chose positive behaviors in the area of Recognition. Other categories in which there is little difference in positive choices are Response, Helpfulness, New Experience and Security. The range of difference in these four categories is from 4 to 6 per cent. In these four categories the groups are contrasted as follows: Response, teachers 100 per cent and parents 96 per cent; Helpfulness, teachers 96 per cent and parents 92 per cent; New Experience, teachers 91 per cent and

parents 96 per cent; Security, teachers 98 per cent and parents 92 per cent.

The goal-value area in which the widest difference occurs is that of Workmanship. All parents chose positive situations in the Workmanship category as compared with 72 per cent of the teachers who chose positive behaviors in this area. The next widest variation in choices is found in the Submission category with 79 per cent of the teachers selecting positive behaviors as contrasted with 53 per cent of the parents. In two additional categories, Power and Personal Freedom, there is a difference of at least 11 per cent. The choices are as follows: Power, teachers 92 per cent and parents 81 per cent; Personal Freedom, teachers 96 per cent and parents 84 per cent.

In two categories only, Workmanship and New Experience, did a larger percentage (28 and 4 per cent) of parents choose positive behaviors than did teachers. It is interesting to note that more parents than teachers chose to have their children taught in a classroom in which first-hand experiencing was taking place. It is equally interesting to note that parents chose situations representing a higher quality of workmanship for children than did the teachers. Why was positive goal-valuing in the area of Workmanship (as defined by educators) desirable to only 72 per cent of the teachers?

What Are the Implications?

In summary, then, what do parents think of the learning experiences teachers provide children? This report is limited to a comparison of the choices of classroom procedures as indicated in individual interviews on the Photographic Problemnaire by 53 parents and 53 teachers. In five of the nine goal-value areas there is little (0-6 per cent) difference in parent-teacher choices. These goal-value

areas are Recognition, Response, Helpfulness, New Experience and Security. Fairly wide (11-12 per cent) variation occurs in the Power and Personal Freedom categories. A wide difference (26-28 per cent) is found in the areas of Workmanship and Submission.

The findings raise some interesting questions as to reasons for differences. It would seem that parents understand some aspects of the school program quite well but are confused about others. It would also seem that teachers likewise might be confused concerning implementation of certain aspects of the program. Results of this study would indicate a need for (1) parent education which would lead to more insightful interpretation of a good school program and (2) pre- and in-service teacher education which would lead to better classroom implementation of an improved program for children.

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How Do Children View the Teacher?

IN STUDYING THIS QUESTION, SEVERAL classrooms of seventh- and eighth-grade children were asked to write answers to:

Have you ever thought that you'd like to be a teacher?

What is there about teaching or the things that teachers do that make you feel that way?

Their replies indicate that children see teachers in several ways.

As busy people who must know a great deal and who have many duties

"It is a nerve-racking business and has a lot of trying moments. Also you are never away from your job."

"I felt that a teacher was just here to keep a sort of order and to boss people. But, now I know that they work hard to plan assignments for the class and that they work hard at explaining them. I know how hard they work to get the kids to do their work."

"They help people learn things. They more or less know how the minds of kids they are teaching work. Help you to learn to control yourself better."

"They know so much and yet there is much to learn. They tell other things about them, and tell why they are what they are. Most of the boys and girls learn because they have to, not because they want to."

Children are keen observers; teachers are busy people.

As disciplinarians who must "make" children behave and learn

"No, because I feel that I like children, but too many are too hard to handle and I'm afraid I might lose patience and make a mistake that would upset a sensitive one to really hurt him. But the biggest reason is that I want a career in dramatics."

"No, because I don't have the patience to teach the kids."

"Sometimes they have to discipline the kids and when they do they get the reputation of being a mean or a hard teacher."

As especially sensitive to feelings and skilled in human relations

"It's not necessarily what the teacher does or says. It's the children that have not had a chance to learn and be taught the things that a normal, healthy child does in a public school. These are the children that need special teachers."

"I once had a teacher who was good in teaching but didn't have enough understanding. She would continually knock one person in particular and this made him very self-conscious. It only made him draw into a shell and the next year another teacher would have the responsibility of getting him interested once again."

"Teaching is a way to communicate by strangers every year and it is a challenge as to whether these strangers can be acquainted with. The way teachers can be friends to everyone is mostly why."

"A teacher gives a lot for what they are getting paid. A teacher is a wonderful thing to do all of this to us. To teach 30 people is a hard job. A teacher must like kids a lot to put up with them for nine months. So they are very nice to do all of the wonderful things they do."

Many children have formed definite ideas of what schools and teachers are like long before entering school. The culture perpetuates stereotypes about school and teachers which no longer have bases in reality. Each September, for instance, the comics and scattered news items describe the reluctance with which children contemplate returning to school. Yet all around we see children shopping for school supplies and clothes with happy anticipation. Parents and other family members orient children in different ways: "Wait until you get to school, the teacher will fix that," "Boy, in the fourth grade you really have to work," or "When you get to school you'll read books and do lots of interesting things." Teachers today realize that many children are truly apprehensive about entering school or working with a new teacher. These feelings arise anew as children move into each new school unit. Entering junior high, for instance, many children write, "I worry about—the many rumors I've heard—what the teachers there are like—finding my classes."

Many of the children's ideas about teachers, of course, come from their own experiences which may have been pleasant or unhappy. When children's expectations of teachers have been based upon vivid experience, they are not easily changed. The child whose experience has taught him that teachers are understanding, kind and fair is often able to accept a teacher who is unkind as an exception. On the other hand, the child who has

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learned that teachers are impatient or punishing does not respond easily to the most skillful and understanding person. He often continues to test the teacher's patience and is sure that in the end this teacher, too, will be "like all the rest" he has known.

Children's perceptions of teachers affect the openness to learning as well as their attitude toward authority and their feelings about all adults. Realizing this, teachers today devote serious attention to discovering children's attitudes and feelings. They recognize that attitudes often are not directed toward the teacher as a person but to the teacher as a symbol and reflect stereotypes learned from many sources.

On the other hand, as teachers explore attitudes they gain new insights into their own procedures. When asked, "How do teachers help you?" one boy said, "They tell you to get down to work but they never tell you how." In reacting to an incident where a child's stagefright prevented her from finishing a report many children said, "The teacher would give her a zero," "She would say she didn't know anything." Other children, however, reveal different experiences through such comments as, "The teacher would refresh her memory by asking her questions," "She would say try and relax," "The teacher would talk to Mary privately and comfort her." In the daily activities of living and working together in the classroom teachers try to make explicit their many roles as they function now as helper or authority figure, now as planner or stimulator, and now as parent substitute or affectionate friend.

CHILDHOOD EDUCATION

Finding and Preparing Teachers

The way you teach has a significant influence on the learners and may well be the factor which determines whether your students choose teaching as their life work.

HAVE YOU EVER WONDERED WHAT MOTIVATES fine young men and women to enter the teaching profession? What is the motivation—especially today when we have a barrage of comments from many “self-appointed critics” of education, continuing high enrollments making classroom size above the desired teacher-pupil ratio, higher and higher standards for certification requirements, and other concerns?

This is a question that has been asked of many hundreds of students as they entered their teacher education classes. Among the replies from more than two-thirds of these students has been one which deserves an ovation for our nation's teachers: “Because I was inspired by a person who was a wonderful teacher.” It may have been a member of the family or a teacher in elementary school, high school or college. But here is the answer: a fine teacher is the best possible way in which to recruit desirable men and women for education.

Further discussion of qualities of teachers which impressed youth in their desire to teach revealed that in many instances the teachers of these students had recognized certain qualities in the student which might be developed toward constructive teaching directions. Specific practices of such ways of interesting students in the teaching process were listed by students in the following manner:

“I was given a chance to help children in a primary grade at regular times each week. There were such changes in my little neighbor boy that year as I

watched him grow, I decided I'd like to teach some day.”

Satisfactions in working with a group in a camping experience have resulted in a decision to become a teacher. Hundreds of youths preparing to teach have been assisted over an especially difficult learning task until a degree of success was achieved.

There are also the many young people who enter college undecided about their career choice, explore various types of educational opportunities, talk to friends, and “try” an education course. Thus they make a decision after entering college.

There is an increasing number of adults who are eager to enter the teaching field. Some of these more chronologically mature people had to wait for a family to reach a stage before they could then turn to completion of a long hoped for education and become teachers. Another group of recruits are adults who have been out of the teaching field and return for new practices and additional work for certification to teach.

A challenge to all educators are the adults turning to education from various fields of business in which they have been engaged for several years. These people have been successful but have become more and more concerned with the importance of teaching as a profession. Many of these adults are men choosing elementary education as a major. Within the last six years this has become increasingly apparent in many

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of the colleges and universities. To cite a few examples: A successful building construction owner of ten years sold his business, recently completed his certification requirements and now teaches a sixth grade. A pilot, with a captain's rank in an international airline for seven years, left to become a teacher. A graduate lawyer serving in the state courts resigned in order to work with elementary children.

The opposite is also happening. Education is losing some of its teachers to business and industry. The channels flow in both directions; perhaps those who leave the classroom carry their skills into another field of endeavor, thus fostering a new kind of respect for the varied contributions of teachers.

Creating Interest in Teaching

What are schools and colleges doing to find and inspire youth to enter teaching? Most of us are familiar with the Future Teachers of America program sponsored by the National Education Association which is active in many high schools. Colleges and universities engaged in teacher education are paying special attention to such groups by encouraging them to visit schools of education.

The university with which the writer is associated sponsors an "Education Day." All pupils in the southeast section of the state are issued an invitation through their sponsor to be the guest of the university, visit classes, see the campus school and meet in discussion groups with the faculty of the School of Education. The campus education classes have exhibits of all types of materials which have been made as assignments to assist in teacher preparation.

The ACE student group has professional materials on exhibit for sale. Dur-

ing one of the meetings a report of firsthand impressions is given by university students who have attended the Annual Study Conference of the Association for Childhood Education International. An alumni group of "first-year teachers" prepares a panel discussion for the youthful guests telling why they like teaching and some of the "hurdles" as first-year teachers. Discussion groups built around the interests of the visitors are held in the Student Union building with the university students in full charge answering questions. From this kind of a meeting come lasting friendships, enthusiasm for teacher education, closer public and professional relations, and a sense of achievement by student and faculty at all levels.

This meeting is frequently followed by invitations from the visiting public schools to send university student leaders to talk to assembly groups as well as to other organizations in the public schools, so there is no lag in furthering good relations.

The graduating seniors * in education are promptly issued an invitation to meet with the local Association for Childhood Education prior to graduation to become acquainted with teachers with whom they will be working the following year. The task of finding and preparing new teachers also becomes the important one of "keeping" them. This is a service many professional organizations have accepted as a responsibility.

Impact on Student Teachers

How can teachers re-examine their practices of working with young persons in the pre-service stage of preparation

* *Ed. Note:* A special subscription rate (\$2.70 per year) to CHILDHOOD EDUCATION is offered students and first-year teachers in order to encourage continued professional growth. The signature of supervisor, principal or college instructor is required on the subscription order. (See page 110.)

to teach? Most of us can recall with varying degrees of emotion the first days we went into a classroom—whether it was to “observe,” to “participate” in a limited fashion, or to actually “take over” a class. The feelings encountered then have probably stayed with us for many years. The “student teachers” or “interns” carry many of the same fears and concerns we had in our first days of experience. So often the “student,” filled with a desire for success and acceptance, does not realize that the teacher with whom he works has similar concerns.

We who have the teaching responsibility have a multiple role when we accept a teacher-in-training. Our daily jobs are to constantly evaluate our responsibility to the children, to provide an opportunity for constructive learnings of the intern, to fulfill professional obligations within the school and community. The important thing is *how* we do it!

A small word of praise, nod of approval after a lesson, constructive suggestion, answer to a request for ideas, time for checking plans for possible errors and respect for colleagues have more impact on the student teacher than hours of talk. So often the sharing of mutual concerns between teacher and intern helps to establish an immediate sense of friendly security that carries both over many a difficult spot throughout the semester. “My directing teacher” becomes the pattern which many youthful teachers-in-training follow for years afterward, and that approach becomes part of the intern’s future permanent teaching practice. It becomes essential that we as teachers maintain increasingly higher standards of excellence for ourselves and our profession.

Teacher selection at the college and university level calls for increasingly effective means for evaluation as well

as preparation. A discussion of teacher qualifications should be left for the researchers to continue.

Frequent Interviews

A strong advising program in a college or university can be an important way of finding and helping young adults find work in which they may feel successful. Frequent interviews between student and adviser concerning the former’s school activities and academic progress provide opportunities for student and faculty members to make inquiry and give suggestions for the benefit of the student. It also prevents the student from floundering for a full year or more with a program which might prove unsatisfactory for him.

Efforts of faculty advisers to aid a student in clarifying his educational goals and life purposes for a career choice may take extra time, but in most cases they prove invaluable to both parties. Inquiry as to grade progress and ways in which the student thinks he may improve his work frequently lead the student into a more careful assessment of his abilities as they relate to his actual class performance. It gives him an opportunity to examine his work in relation to his chosen career.

One of the most vital parts of evaluation at the teacher education level is the importance of self evaluation for teaching—the need to frequently ask oneself, “What do I have that makes me a ‘good’ teacher? How can I become a better one?” This should be part of the student’s as well as the faculty member’s questioning. For so many years people have been telling “what they want out of teaching.” It is time we continually ask, “What do I have to put into it?” Do I really believe that teaching is the most important single task in today’s society? Do I really believe that as the

education of a nation turns, so the whole way of life is directed? Do I really believe that the histories of entire nations have been altered by the nature of their education and educators? Do I really believe that education is the most vital way to eventually resolve differences among nations and races?

If we can challenge the youth preparing to teach to examine their reasons for choosing the teaching profession as they relate to the questions stated above, teacher preparation and teacher selection will take on new meaning.

Good Teachers Inspire

This kind of teaching seems to have influenced many young people today in their selection of teaching for their life work. They were inspired by a person they considered to be "a wonderful teacher"—a person who took the time to give them a special opportunity to watch and help other children, who

showed them a way to solve an academic problem, who recognized a particular ability they had left undiscovered, who was realistic in helping them find strengths and face up to individual differences, who thoroughly believed in the importance of teaching as the best single way of improving a way of life.

Where will we find the teachers for tomorrow's generation? How will we prepare them to do an ever-improved job in the classrooms which we cannot even envision for generations to come? The answers lie in improving our own daily classroom practices, in high level interpersonal and professional relations, in increasing intellectual growth, and in reaffirming and re-examining our purposes and goals in education.

Fine teachers in classrooms everywhere have been chosen as the best "promoters" for finding and preparing teachers for the future. *You* are the recruiters!

NEXT MONTH

December: How Do Children Learn?

Since we are concerned this year with "Probing Ideas and Improving Practices," it is appropriate that we probe how children learn.

How learning takes place in a rapidly changing society is the subject of the editorial by Maycie Southall, George Peabody College for Teachers, Nashville, Tennessee.

Laura Zirbes, formerly of The Ohio State University, Columbus, explores "What We Know About Learning." "New knowledge about learning should be used as a basis for the insightful interpretation of behavior and for the sound evaluation of developmental guidance and curricular practices," she states.

Sidonie M. Gruenberg, of The Doubleday Parent's Encyclopedia and Child Study Association of America, New York, assures us that "Our Children Learn at Home."

"Pressures to Learn Can Be Blocks to Learning" is the viewpoint of John I. Goodlad, University of Chicago.

"The Changing Challenge" presents the place of activities in the elementary school and gives classroom examples. This is written by Marjorie W. Packwood and Annette C. Baker, both of the Washington, D. C., schools.



Courtesy, Stanislaus County Schools, Calif.

Participation in an in-service arithmetic workshop

By WILLIS P. PORTER

Teachers on the Job

Willis P. Porter, professor of education, Indiana University, Bloomington, discusses induction of new teachers and education for other teachers on the job. Finding ways of insuring continued professional growth of the teacher on the job and encouraging the acceptance of beginning teachers' ideas are challenges to education today. Some of these ways are suggested.

"IT IS MY JUDGMENT THAT A TEACHER to be competent to teach my grandchild the way I feel he should be taught would require nine years of preparation," a dean of education stated recently.

Margaret Mead has stated, "If we can't teach every student we've got something we don't know in some form, we haven't a hope of educating the next generation, because what they are going to need is what we don't know."

President Murphy, chancellor of the University of Kansas, recently stated, "Remember that this is not America of the 1850's when the national need was

the development of an underdeveloped continent—namely, North America. This is America of the mid-twentieth century, technologically sophisticated, with the subtleties of history, political science, fundamental physical science, and an understanding of foreign cultures and languages as the primary and urgent needs." A major challenge to education today, then, is not only to find ways of improving the pre-service preparation of teachers but, perhaps more important, to find ways of insuring continued professional growth of the teacher on the job.

Three points of emphasis in the pre-service preparation of teachers would

seem to be indicated by the nature of the demands which will and should be made on the teacher of the future: increased breadth and depth in those academic fields most closely related to the curriculum, preparation which focuses more directly on those aspects of teaching which are truly professional, improved attitudes toward teaching as a profession.

Maximum Professional Growth

Admittedly we know far too little about what distinguishes a professionally trained teacher from one who is not. Testimony from superintendents who employ "unqualified" staff provides little guidance, except to indicate that if there is a difference the profession should find ways of defining it and during the pre-service and in-service periods give emphasis to that which makes the difference.

The alternative is to concede to the critics of teacher education that there is no demonstrable difference. Until we have evidence to the contrary, the author is unwilling to concede that the untrained teacher can perform as well as the trained teacher in planning learning experiences in the various curricular fields, adjusting those experiences to the best that is known about learning and child development, selecting and using the variety of learning and instructional materials, evaluating individual and group progress, and performing a myriad of other professional responsibilities. It is equally clear to the author that we are not likely to have high level professional performance in our classrooms until the following conditions are met:

1. Research on aspects of teaching to determine and clearly define what the

professionally trained person can do which the non-professionally trained person cannot do and pre-service preparation of teachers so organized to reflect these findings

2. Ways of relieving teachers of time-consuming non-professional responsibilities so they will be able to devote optimum time to purely professional responsibilities

Only when communities and school systems create conditions under which pre-service learning and in-service teaching experiences represent an uninterrupted continuum is there a likelihood that teachers will make maximum professional growth.

The extent to which teachers will be motivated toward professional growth and will find satisfaction in the profession is largely dependent upon the quality of leadership within a school or school system. Contrast the attitudes expressed by the principals in two upstate New York schools. One made it his business to tell new teachers fresh out of college: "Now you forget all of those 'high falutin' ideas they have taught you at the normal school." (Years after all normal schools in New York had been converted into teachers colleges.) The other said to new recruits: "You will have many ideas which are new to us. We don't know that all of them will work in our school or community, but we do want you to share them with us. We will think them through together and perhaps they may become our ideas. We expect to learn from you just as we expect you to learn from us."

Leadership which promotes planning together and sharing of ideas will develop ways of inducting new teachers into the teaching profession and of con-

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timously challenging teachers who have passed the beginning stages of teaching. This leadership will not only set high standards of performance, it will also strive to find ways whereby each teacher can devote optimum time to the truly professional aspects of teaching.

Any distinction between promising practices for inducting newly-trained teachers into the profession and those practices challenging professional growth of teachers already in service is here viewed as a matter of degree and readiness to participate, rather than differences in types of experiences. Continued growth in professional competency is what is desired. There are many promising avenues that may be followed. The great need is for educational imagination to create the environment in which all of the potential ability within our teaching force may be developed to its fullest.

In-service Education Practices

Following are suggestive practices which have been found effective in promoting interest and growth of the teaching staff in one school.

- A one-week workshop prior to the opening of classes where the entire staff of the school work and plan together. In addition to planning certain aspects of the total school program and then ways in which individual class programs will fit into the total, each teacher has access to and studies cumulative records, summary reports of curricular experiences which children have had under previous teachers, anecdotal records, and other materials which will give understandings and insights to the children for whom she is planning.

Time is provided for each teacher to plan in detail the instructional program

for the first week of school. There are sessions in which the school handbook plays an important part as the total staff takes a critical look to see if philosophy and policy statements need revision and certain practices need deletion or redefinition. Or the sessions might be with new recruits only, to inform them of the agreed-upon policies governing the work of the school and illustrative practices and to advise them of their part in continuous appraisal and redefinition of the handbook as a guide to all who work in the school.

Social functions such as coffee breaks, luncheons and picnics, as part of the workshop period, afford opportunities for staff members to get better acquainted and do much to develop a feeling of working together.

Near the end of the workshop period, each teacher invites children to school to help with getting the room ready for the first day of school. Or each teacher might choose to have a different group of children come for a short time several days. The new teacher finds this informal working with small groups of children much more satisfying than being confronted by a whole group of strange faces on the opening day of school.

- Most elementary teachers are generalists. To deal adequately with curricular problems they need the assistance of specialists. This is particularly true of beginning teachers. To an increasing extent, school systems are employing specialists in fields such as art, music, science, reading and physical education to serve as consultants rather than as special teachers or supervisors.

- Just as there is a place for academic specialists to provide service to the generalist, so there is need for a specialist in child development to help

teachers better understand children, to counsel with teachers about individuals, to assist in working with parents, to help develop and interpret evaluation procedures, to improve record keeping, etc.

● Each school needs to do more with developing curricular materials reflecting the program of the school. The staff works together in planning curricular bulletins in fields of need, deciding groups or committees to be responsible for writing, determining channels for gathering information and reporting on progress, evaluating and suggesting changes before such bulletins are ready for publication.

● The regularly scheduled staff meeting, staff planned, is one of the most effective avenues for in-service growth. Such meetings must be concerned with professional problems rather than trivial routine matters, and they must have the support of the staff. The following are suggestive of how problems can be fruitful for in-service professional growth.

The development of a handbook to define and illustrate the philosophy of the school, to set forth the policy governing the school, and to describe promising practices

Experimenting with ways in which each teacher may summarize the essentials of his work with a group of children in a form which will contribute significantly to each succeeding teacher as he works with the same group of children

Evaluating certain phases of the curriculum to determine strengths and weaknesses and steps for strengthening those phases of the curriculum

Studying ways of evaluating and reporting pupil progress

Identifying and defining teaching responsibilities which require professional competency as contrasted with those responsibilities which might be satisfactorily performed by a non-professionally trained person

Studying resources within and outside the school to which the teacher might turn for

help in the academic fields and in the guidance field and finding ways of using those services effectively

Discussing and planning together research or experimental studies to be carried out within the school

Discussing the relationships of the school to parents and the community and finding ways of developing and making those relationships more meaningful

Planning an in-service (extension) course built around a curricular problem in the school or the needs of teachers preliminary to requesting an institution to provide staffing for the course

Discussing membership in and programs of various professional organizations to provide a better understanding of such organizations, to get more widespread participation in professional organizations, and to determine representation at and participation in state and national conferences

Planning ways to achieve more effective communication among the staff on such matters as professional reading, work on non-school committees, writing or research projects, attendance at conferences, ideas from extension courses, summer sessions and travel experiences

FOR BEGINNING TEACHERS

The following suggestive practices are planned more specifically for beginning teachers. Success of these practices, however, depends largely upon the cooperative effort of the total staff. Potentialities for professional growth for both new and experienced teachers are inherent in these practices.

▲ Assigning several beginning teachers to work directly under the guidance of a master teacher. Many variations of this pattern are possible. The new recruits may stay in the same school under the same master teacher for one, two or three years; or within the same school they might work under different master teachers each year; or the group could be rotated among schools which draw

their children from different socioeconomic levels.¹

▲ Recognizing that beginning teachers need help in meeting successfully a number of new and difficult situations, the principal or some other member of the staff is designated to work with individuals or groups of beginning teachers. The following are suggestive of these special situations:

Planning the first few meetings with parents. Thinking through together what parents will want to know and what information the school should give, understanding the philosophy under which the school operates, being able to interpret accurately curricular experiences and how they fit into the developmental pattern of children are helpful to the beginning teacher. Being able to rely upon an experienced member of the staff during early meetings with parents tends to build confidence and establish such meetings on a high professional basis.

Assisting with writing report letters to parents. As formal and stereotype report cards give way to oral and written evaluative reports, beginning teachers need help in learning how to be objective in making such reports. The written report or the summary of the oral report becomes a valuable document for cumulative purposes.

Setting up records and procedures which the teacher will use in writing summary curricular reports at the end of the year.

Assisting in keeping and interpreting anecdotal records and using them as guides in working with individual children.

It is evident that if teachers are to be challenged to make optimum growth, ways must be found to relieve them of many teaching responsibilities which presently confine them to the classroom.

¹ Much experimentation is needed to determine the optimum number of new teachers that one master teacher can devote time to efficiently; what kinds of experiences in what kinds of learning situations pay the highest professional dividends; ways of relieving individuals and the whole group of beginning teachers for conferences, professional reading and preparation, attendance at conferences and other in-service experiences.

If consultants are to render effective service, teachers must be free to consult with them. If curricular problems are to be studied and materials prepared, teachers must have time other than evenings to devote to it. Consultation with parents should be a part of the day's work and should be carried on at school rather than being crowded into after-school hours in what are usually less desirable surroundings for professional conferences. The content of teaching is not likely to be markedly improved until teachers have more time to use library resources and more time to spend on planning their teaching procedures. Nor are teachers likely to play their full role as community members until they are permitted to participate more extensively in community activities which normally conflict with teaching hours.

Employment of helping teachers or teaching assistants represents a promising beginning. Employing teachers on a twelve-month rather than a nine- or ten-month basis would seem to offer many possibilities. Conceivably, adjustments in our present school year should be considered. The problem is sufficiently critical to warrant increased attention by all concerned with improving the quality of teaching. A re-thinking of our total educational structure may be necessary.

To have teachers in tomorrow's schools who are able to teach children what the teachers today do not know, to teach them with a competency befitting the profession, is the challenge. We will not have six, eight or nine years of pre-service training in which to teach all that teachers should know about history, political science, foreign cultures and languages. But we can organize our resources and use them wisely to develop a profession equal to the challenge.

Factors Influencing Democratic Practices

A study on democratic classroom practices is reported by A. Montgomery Johnston, associate professor of education, The University of Tennessee, Knoxville.

THERE ARE MANY TEACHERS WHOSE methods may be described as autocratic as well as some who appear to employ methods which may be described as democratic. The tenor of many educational writings in the United States today emphasizes that democracy should be taught and practiced in the classroom. Thus there is an apparent discrepancy between the value—democracy—held by educators and the extent to which this value is reflected in practice. This discrepancy seems to indicate a need for determining what factors are related to the practice of democracy in the classroom and how they might be related to such practice.

This article reports a study¹ which defined democracy in terms of classroom practices and then determined some of the factors in teachers which were related.

A definition of democracy and autocracy in terms of classroom practices was developed,² tested and put into the form of a rating scale. The rating scale was used by principals, supervisors and superintendents to rate teachers as to

extent of democratic and autocratic practices. These ratings were used to check the reliability, validity and objectivity of the rating scale. On the basis of the principals' ratings the teachers in the upper and lower quarters (approximately) of the democracy-autocracy continuum were invited to participate in the study. Forty-three democratic and forty-two autocratic teachers participated.

Personality and Classroom Practices

Are there significant differences in personality between the democratic and the autocratic teacher? In order to answer this question the Bernreuter *Personality Inventory*³ was given to forty-three democratic and forty-two autocratic teachers. It was concluded that they differ as to personality.

¹ A. M. Johnston, *The Relationship of Various Factors to Democratic and Autocratic Classroom Practices* (Chicago: The author, 1949).

² Two basic sources for the definitions of democracy and autocracy are the following (see original study for details of scale and definition of democratic and autocratic classroom practices):

R. Lippett, "An Experimental Study of the Effect of Democratic and Authoritarian Group Atmosphere," *University of Iowa Studies, Studies in Child Welfare* (Iowa City: 1946).

T. R. Beery, *Current Conceptions of Democracy* (New York: Bureau of Publications, Teachers College, Columbia University, 1948).

³ R. G. Bernreuter, *The Personality Inventory* (Stanford, California: Stanford University Press, 1938).

The chief differences between the democratic and the autocratic groups of teachers are in the confidence syndrome and the self-sufficiency trait. The democratic teachers describe themselves as somewhat more emotionally stable; as significantly more extroverted; as having a greater tendency to dominate others in face-to-face situations; as being more confident in themselves; and as being more self-sufficient than the autocratic teachers describe themselves. The two groups were not significantly different on sociability.

Over and above the content of the test itself, the democratic and the autocratic teachers demonstrated personality differences, differing as to mean number of "yes," "no" and "?" responses. The democratic group gave a greater mean number of "yes" responses than did the autocratic group and a significantly greater mean number of "no" responses.

The democratic and the autocratic groups of teachers differed significantly in the response patterns on 11 of the 125 individual items, which suggests that the democratic group of teachers describe themselves as being more tactful, less retaliatory, more independent in times of receiving bad news or of emotional stress, more independent as to planning and source of ideas, more confident, better adjusted emotionally to their environment, and more sociable.

The democratic teachers tend to be more confident in themselves, describing themselves as better adjusted to the environment and better able to face facts objectively and to deal with them without internal conflict. They tend to be more self-sufficient, describing themselves as being more independent of others for advice and companionship, able to get

along on their own with little difficulty, and independent of environmental support as opposed to unwholesome dependence on the environment for emotional support. They demonstrate a greater willingness to commit themselves on test items as opposed to the evasion of definite responses by the autocratic group.

Are there significant differences between democratic and autocratic teachers as to attitudes? For this purpose the Hunter Test of Social Attitudes⁴ was given, and a statistically significant difference between the two groups on the total Test of Social Attitudes was found. There were statistically significant differences between the two groups on two parts of the test and differences approaching statistical significance on two other parts of the test. The teachers who were rated more democratic tended to get more liberal scores on the attitudes test ($r = .28 + .09$). The democratic group of teachers differed significantly from the autocratic group of teachers in the mean number of undecided responses given, suggesting a difference in personality as well as attitudes. The democratic teacher was more decided in his attitude.

Data on other factors which might conceivably have influence on teachers' classroom practices were gathered. It was concluded that the two groups of teachers differ relatively little in such factors as age, marital status and years of training. Democratic teachers differ from autocratic teachers as to years of experience, the very experienced and the very inexperienced teachers tending to be more autocratic. This study suggests that democratic teachers might differ

⁴ E. C. Hunter, *A Test of Social Attitudes* (New York: The Psychological Corporation, 1939).

from autocratic teachers as to number of siblings, the democratic teachers coming from slightly smaller families; but this needs further substantiation by additional research.

Interpretations

The major interpretation placed on the conclusions of this study is that democratic teachers have more basic social-emotional security than autocratic teachers. Major personality differences between the two groups were in the area of confidence in oneself and self-sufficiency. A consideration of the elements of this confidence and self-sufficiency suggests that differences in security are a cause of the differences in classroom practices. The differences in demonstration of willingness to commit themselves on test items further suggest differences in security between the two groups. The differences in liberalism, or in the degree to which the two groups felt they wanted to hold on to the status quo, again suggest differences in security between the two groups.

Particularly suggestive of reasons for possible differences in security are the differences in years of experience of the two groups. The very inexperienced teacher and the very experienced might well have reason for insecurity—the former, perhaps, lacking status or lacking the professional competence of the more experienced teacher; the latter (more than twenty-five years) concerned, perhaps, with retirement, with pressures to keep up with the newer methods and ideas in education, or with trying to keep up with the physically more vigorous, less experienced teachers. Evidence on the relationship of security and years of experience is not, however, established by this study, but needs to be investigated by further research.

Implications

Since it has been found that teacher personality and attitudes are related to classroom practices, teacher education institutions should study carefully the effect their institutions are having on the personality and attitudes of their students. Insofar as they are able to determine them, teacher education institutions should set up objectives in the area of personality and attitudes.

In this connection it is pertinent to note, since the findings are so similar, the results of a study by Evans and Wrenn, who found that not only are social and emotional extroversion related to student teaching success but that social extroversion is also necessary for high rank in student teaching.⁵ Although more research is needed for more conclusive evidence, the present study suggests that confidence in oneself, self-sufficiency, liberalism and, above all, security might be included in these objectives. The finding that six out of seven of the teachers in this study who were in their first three years of teaching used autocratic methods suggests that teacher education institutions should follow their students into service for clues as to how they might improve their programs.

Insofar as democratic classroom practices are the goal, this study suggests that age, marital status and years of training are not valid criteria for teacher selection. The study found personality and attitude differences between the democratic and the autocratic teachers in the areas of confidence, self-sufficiency and liberalism, which implies they might be considered for use as criteria in teach-

⁵ C. Evans and C. G. Wrenn, "Introversion-Extroversion as a Factor in Student Teaching," *Educational and Psychological Measurement*, 11, 57 (January 1942).

er selection. The Bernreuter *Personality Inventory* and the Hunter *Test of Social Attitudes* are not sufficient, by themselves, to distinguish between democratic and autocratic teachers. In the cases of both of these instruments, democratic and autocratic teachers, as identified in this study, distributed themselves over the total range of scores. The differences in distribution of scores on these two tests by the two groups were neither sufficiently different to suggest use of the tests to distinguish between democratic and autocratic teachers nor to suggest their use as instruments for teacher selection.

The findings and conclusions as to years of experience suggest that the implications for in-service education are of the greatest importance. These findings suggest that teachers' classroom practices tend to change, starting out as more or less autocratic, then becoming more democratic, later tending to become more autocratic. If this pattern of change is valid, it may be possible for in-service education programs to help more teachers use and continue to use democratic methods. If the interpretation

relative to security is true, in-service education programs can further the use of democratic practices by increasing the security of teachers. It would seem to follow from the conclusions of this study that in-service activities which would foster confidence, self-sufficiency and liberalism might also foster democratic practices. Activities which increase the teachers' professional competence and status, encourage and aid experimentation, and demonstrate interest in and concern for teachers' welfare might be among those which increase teacher security and consequently use of democratic practices.

If the interpretations relative to security are valid, any administrative practices that foster teacher security might also tend to foster democratic practices. Some administrative practices which might foster security are higher salaries, salary schedules, tenure, better retirement programs, better merit rating programs, encouragement of experimentation, shared social activities of administration and staff, and a democratic administration.

Gift to ACEI Building Fund

I hereby give to the Building Fund of the Association for Childhood Education International, a corporation organized under the laws of the District of

Columbia and now having offices at 1200 15th Street, N.W., Washington 5, D. C., the sum of _____ Dollars.

SIGNED _____

ADDRESS _____

ENCLOSED \$ _____ DATE _____

☐ I AM A MEMBER OF _____ ACE BRANCH

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You as a Teacher

Katharine Orr, principal, Charles Elementary School, Richmond, Indiana, gives teachers-to-be and others a warm, realistic picture of teaching.

TEACHING HAS ALWAYS BEEN ONE OF the important professions, but in these tumultuous times, when the struggle to control the minds of men is constant and world wide, educators have become even more important molders of thought. *Elementary teachers have become one of our first lines of defense for democracy because concepts, habits and attitudes that children acquire determine in great measure the kind of adults they will become.* Teachers are great contributors of truth in the world today.

Your job will be many jobs in one. First, you are a *teacher*. But you are also a *mother*, and even though you are a young man you will still get called "Mother." Then you are a *nurse*; knees and elbows were made for Band Aids. A word of advice for removing a nasty splinter: don't look at the child's face or *you will need an anesthetic*. Children can get sick in a moment and noses can bleed instantaneously; therefore, you are a *janitor*. You are also a *friend* and sometimes a *policeman*. Since we are in the era of the Western, you may achieve success as the tough *sheriff*.

It takes a teacher just about three weeks to realize that he has the cutest, smartest and nicest children in the whole school. After all, you may teach a future president his multiplication tables. The discoverer of a cure for cancer may

need extra help and patience in making neat papers. *Future Mr. and Mrs. Americas will be looking to you for guidance and love.*

Let's look at a teacher's day. We will assume that you have made your plans, some written and some unwritten. Your morning begins. After an hour you may count yourself lucky if you have only two interruptions and one announcement. After Mary finally catches on that two-fourths equals one-half, she is happy, teaching school is wonderful, and who worries about interruptions? Your day progresses through music, social studies, health and on to art.

Because there is a meeting after school, you are wearing your pastel wool just back from the cleaners. Your class is making a mural in chalk. (I sometimes felt that I kept the cleaners in those extra little luxuries.) Then three-thirty comes. But before the rubbers, messers and scrubbers of colored chalk leave for the day, *you are told how beautiful you are—the most beautiful teacher in the whole building!* You are frayed, soiled and mussed; but to thirty pairs of eyes you are a "living doll." You leave school that day glad that you are lucky enough to be an elementary teacher.

Don't even consider becoming an elementary teacher unless you have respect for the profession. Never speak of yourself as "just a teacher." You belittle

yourself and your chosen work. *Think highly of yourself and your job and others will follow your example.*

There are definite personal qualifications you need as a teacher. *First you need a strong, healthy body.* You may think you know what colds are but in one year of teaching you will come into contact with billions of cold germs and millions of "flu" bugs. When teachers pray, they end by saying, "And thank you, Lord, for Kleenex." *Next in importance is a high degree of intelligence.* You may not be smarter than some of your pupils, but you are going to have to know more. Records and reports must be kept; you can make a friend of your principal by being able to write legibly and divide accurately.

Now you are healthy and smart, but there are other requirements. *You need to have a smiling personality.* Let the children know you like them and their parents; be likable to your fellow workers. Put on lipstick, curl your hair and smile. You'll not only help your personality, but you'll give a lift to everyone.

Persistence is a trait you will need. You must be able to decide whether to keep hammering at Johnny or to call a halt. Don't beat your head against a stone wall. The knots become painful, and it is cruel to the patients—the pupils in your class.

Teachers need initiative and imagination. Can you dare to try something, to venture along a new path? Can you get excited over an idea? I hope so, for then your career will bring not only fulfillment but joy to all those with whom you work. *You are going to need a sense of humor.* Learn to laugh at yourself; then your pupils will laugh with you rather than at you. *Boundless enthusiasm and great adaptability are necessary attributes of the good teacher.*

Your classroom will be just what you make it. You set the stage: you can either have a room brimming with life and color or one so dull and arid that a child will yawn on entering it and will sleep peacefully for six hours. *Create a pleasant place to live during the school hours. In your classroom you can set up a democracy or a dictatorship.* Beware, dictators in the Western Hemisphere are unpopular!

As a beginning teacher you must *take the initiative in getting along with the established faculty.* A little effort on your part will pay big dividends. Be kind and considerate and you will profit from the experience and know-how of older teachers.

The teaching profession needs good, well-adjusted teachers. We don't want to crowd our ranks with mediocre individuals who are misfits in important work. If you are good, really good, *there will be a place for you in whatever field of education you choose. You can always reach the top through hard work, enthusiasm and perseverance.*

The rewards of teaching in the elementary school do not begin or end with your salary. *Coming into close contact with children, seeing learning take place and knowing that you are responsible for this awakening are deep, satisfying experiences.* It is nice to work with people having a common goal and basic interests. You understand one another. When you gripe about things, as you will, just remember a long line of teachers going before and coming after you have said and will repeat the same old complaints.

There are times when you will feel misunderstood and unappreciated by the public, when you will wonder just how many educational experts there can be. But I tell you truly—if you want a life free of monotony, become an elementary teacher.

Concerns for Children Are World Wide

...In Ethiopia

The authors worked together for two years in Ethiopia developing readers and arithmetic books and collecting folk tales, fables and legends for use in Ethiopian schools. Russell G. Davis is director in the Office of Educational Research, Boston College; Brent Ashabanner is currently an educator and writer in U. S. Operations Mission to Libya, Africa.

TWO FACTS POINT UP THE IMPORTANCE THAT is attached to education in the high African kingdom of Ethiopia. The first is that almost twenty per cent of the national budget is allotted yearly to education—one of the highest country percentages in the world. The second fact is that the Minister of Education is His Imperial Majesty Hailie Selassie I. While the Emperor has appointed ministers of defense, foreign affairs, health, justice and commerce, he has never relinquished the portfolio on education. By this move Hailie Selassie has made clear to everyone that top priority is to be given to educational development in his country.

By royal decree all children in the empire are now entitled to free education; in fact, elementary school attendance is now compulsory. Universal free education is the goal, and Ethiopian educators are moving steadily toward it. But the goal is still far distant. Many problems must be solved before it will be achieved. After a promising beginning under Hailie Selassie, Ethiopian educational development was virtually halted during the Italian occupation in the thirties. When the Emperor regained his throne in 1941, there were almost no schools or teachers, and estimates were that about ninety per cent of the total population was illiterate.

The greatest needs were for schools, teachers and books. Shortages in these areas con-

tinue to be the most serious problems of Ethiopian education. The Ministry of Education is building new schools as fast as its resources permit, and many provinces and local communities build schools without waiting for help from the federal Ministry. Yet so intense is the desire of Ethiopians for education that schools are outgrown before they are finished.

Crowds and Drop-Outs

In many places one hundred or more first graders are crowded into one small classroom. In one first-grade class there were about 600 students, divided into A, B, C groups. A youngster in the lower groups had to wait two or three years in the first grade to come within sight and sound of the teacher. Or he could drop out. The national drop-out rate between the first and second grades is startling—less than fifty per cent of all students who begin the first grade actually reach the second. All kinds of makeshift buildings are used. Classes are held under the magnificent wild fig trees that grow in Ethiopia. Yet the demand for classroom space still far exceeds the supply.

The same is true of teachers. Many secondary school teachers must be imported from other countries (instructor at these levels is in English), and the hiring of foreign teachers puts a severe strain on the Ministry of

Education's budget. There are too few teachers for the primary grades, and many of those in service have less than a sixth-grade education. The Ministry is holding annual vacation schools for teachers in an effort to upgrade those now in service. It has established three large teacher training schools to help meet the most urgent needs. In addition, a regular four-year college, the University College of Addis Ababa, has been established. Many students are sent abroad each year to study in colleges in the United States and other countries. Still, the annual increase in teachers is far from keeping pace with growth in school enrollments.

Shortage of Instructional Materials

The shortage of books and other teaching and learning materials for the elementary grades in Ethiopia is complicated by the fact that materials imported from other countries are not suitable for Ethiopian children. Amharic, Ethiopia's national language, is a difficult language with a cumbersome alphabet (syllabary), and is little known outside the country. Some foreign works were translated into Amharic for elementary school readers. One second-grade class was using a translation from French to Amharic of selections from Plato's *Republic*. The problem of Am-

haric materials for the lower grades was so urgent that the Ethiopian Ministry of Education asked the United States for help under the Point Four Plan (International Cooperation Administration). In two years a four-man United States team consisting of linguists and writers working with enthusiastic young Ethiopians produced a great deal more miscellaneous elementary school study materials, all in Amharic. More important, the groundwork was laid for the continuation of this work by the Ethiopians.

United States Help

Through Point Four, the United States has helped to establish and operate trade schools, agricultural schools, and a training center for community school teachers. American technicians also provide help in curriculum development and teacher training. The United States also grants scholarships to young Ethiopian men and women for college and technical study abroad.

To meet its many problems, the Ministry of Education is filling important positions with eager, well-trained young men who realize that the future of their country depends upon its educational progress. These men are meeting the challenge with enthusiasm and determination.

Teachers in provincial school enrolled in summer training course by an American teacher.



Courtesy, Office of Ed. Research, Boston College

News HERE and THERE

By ALBERTA L. MEYER

New ACE Branch

British Columbia ACE

New Life Members

Martha Leonard, Colfax, Iowa
Erma Noble, Grand Rapids, Michigan

Childhood Education Center

September 2, 1959, was a great day for ACEI. It was on this date that the House passed the bill granting tax exemption to the Association on its real estate in the District of Columbia. Since this bill had previously passed the Senate, it meant that the year-long struggle to secure passage of this legislation had been successfully completed. The bill was signed by the President of the United States on September 9. It is estimated that this will mean a saving of approximately \$8,000 annually to the Association.

Contributions, of course, are still needed for the Building Fund. If contributions continue to come in rapidly enough we can pay current expenses in this way and defer taking a loan. The longer we can continue to do this, the less money we will have to borrow and the more money we can save in interest.

At the Executive Board meeting in August it was decided that dedication ceremonies for the new Childhood Education Center would be tentatively set for mid-August 1960. Many of you will want to put this on your calendar and to plan to be present.

Nominations for ACEI Executive Board

January 1, 1960, is the deadline for sending in nominations for people to be considered as candidates in the April 1961 ACEI election of officers. The three positions on the Executive Board to be filled at that time are: president, vice-president representing nursery school education and vice-president representing kindergarten education. Any individual or branch wishing to suggest names for the consideration of the Nominating Committee should write to ACEI Headquarters for a list of qualifications desired in Executive Board members. The Nominating Committee has the responsibility of selecting well-qualified people and, at the same time, maintaining a balance among the geographical regions.

New ACEI Committees

Two ACEI Standing Committees have begun work under the chairmanship of Board members who took office in April. They are the Nursery School Education Committee, under the chairmanship of D. Keith Osborn, and the Kindergarten Education Committee, under the chairmanship of Lucile Lindberg.

New chairmen have been appointed for two editorial committees:

Books for Adults—James A. Smith, Syracuse University, New York

Bulletins and Pamphlets—J. Charles Jones, Bucknell University, Lewisburg, Penna.

One of the special projects committees—the Literature Committee—working on the "Today's Children" series, has a new chairman. Mary Helen Mahar of the Office of Education has accepted this responsibility.

ACEI-NANE at Administrators' Meeting

The National Association for Nursery Education will again cooperate with ACEI in holding a luncheon meeting during the annual Convention of the American Association of School Administrators in Atlantic City, February 13-17. There will be a panel discussion of the topic, "What Is a Balanced Educational Program for Children?" Participants will be Helen Heffernan, chief of the Elementary Section, State Department of Education, Sacramento, California; Lucile Lindberg, coordinator of student teaching, Queens College, Flushing, New York; John Niemeyer, president, Bank Street College of Education, New York City; Leah Gingrich, director, Day Care Center Programs, School District of Philadelphia, Pennsylvania. This meeting will be held in the Madison Hotel at noon, February 15, 1960. Reservations for the luncheon may be made through ACEI Headquarters. It is suggested that superintendents attending the AASA meeting put this date on their calendars now.

Book of Anecdotes

A book about children for grownups is being developed by ACEI. The plan is to collect significant writings by and stories and reports about children which reveal how children feel, what they think, how they develop understanding, and what they believe. Humor, poignancy, insight are needed, not just funny stories or puns on words.

Royalties from the sale of the book will help the ACEI Center.

Many more contributions are needed in order to make an outstanding collection.

On each contribution write the name and address of the adult sending it in, the name and age of the child concerned, and any pertinent background information. Please send illustrations of children's thinking, feeling, wondering, expressing (with pictures by children, if available) to Miss Christine Heinig, AAUW, 1634 Eye Street, N. W., Washington 6, D. C.

Girl Scouts Art Caravan

Several ACEI Staff members observed a trial run of the Arts Caravan, a mobile program service of the Girl Scouts of America designed to reach every section of the United States in the next three years. The Caravan consists of a station wagon equipped with books, art supplies, records, films, film strips and exhibit material for use in training courses, institutes and workshops in literature, dramatics, music, dancing, and arts and crafts. It will be staffed by three art specialists and will operate in the East and the South during the first year. Its purpose is to stimulate an interest in the creative arts and to provide the latest techniques and practical aids for Scout leaders and older girls.

This is an exciting idea, carefully planned and executed. ACE branches in communities on the Caravan's first-year schedule will be notified by Headquarters so that they may arrange to observe and possibly assist the Caravan.

You were represented at

Council of National Organizations on Children and Youth in Washington, D. C., September 21-22, by Alberta L. Meyer, executive secretary, and Margaret Rasmussen, editor.

United States National Commission for UNESCO in Denver, September 29-October 2, by Eleanor Dant, Colorado UNESCO chairman.

American Council on Education—Annual Meeting in Washington, D. C., October 8-9, by Epsie Young, staff associate.

National Safety Council in Chicago, October 19-23, by Elspeth Vaughn, Australian Pre-School Association, currently at Northwestern University under Fulbright grant.

Council on Cooperation in Teacher Education in Washington, D. C., October 22-24, by Amy Hostler, chairman, ACEI Teacher Education Committee.

Hyo Sik Sim Hahn and her little "dividend"

ACEI Study Grant Bears Dividend

1951: Study Grant Fund was authorized by ACEI Executive Board. Many branches and individuals contributed to this fund.

1952: A teacher in Ewha University, Korea, Hyo Sik Sim, was selected as the recipient of the grant.

1953: She arrived in the United States and began her studies for a Master of Arts Degree at National College of Education, Evanston, Illinois.

1954: Hyo Sik Sim was the guest of the Association at the Study Conference in St. Paul, Minnesota. Many delegates became acquainted with her during the Conference.

1955: She secured another scholarship and was granted permission to remain in the United States for further study.

1959: Hyo Sik Sim Hahn, with her husband and ten-month-old son, Chaibong, returned to Korea, where she will again teach in Ewha University.

1960 White House Conference

This Golden Anniversary Conference, which will be held in Washington, D. C., March 27 to April 2, 1960, is intended "to promote opportunities for children and youth to realize their full potential for a creative life in freedom and dignity."

ACE branches, state associations and individual ACEI members are urged to acquaint themselves with the members of their governor-appointed State Committees and to cooperate in local and state programs. Write to ACEI Headquarters for a free leaflet describing this important event.

1960 ACEI STUDY CONFERENCE

Cleveland, Ohio
April 17-21

Theme

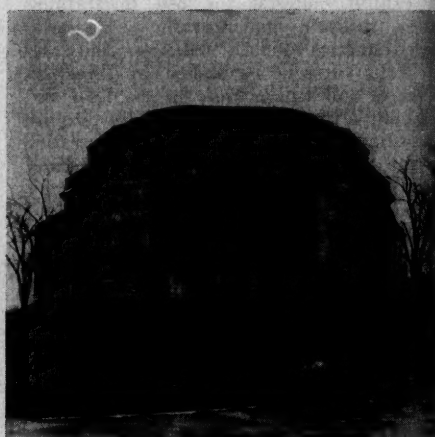
For Every Child—All That
He Is Capable of Becoming



Aerial view of downtown Cleveland



Cleveland Museum of Art



Severance Hall



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Books for Children

Editor, ELIZABETH HODGES

The fall season, always an active period in the juvenile book field, promises to be an especially productive one this year. Books by many of the best known authors and illustrators of children's books have already appeared, and publishers' catalogs list equally interesting titles yet to come. For October, November and December, this column will call attention to some of the best of a very good season's crop of juveniles.

BLAZE AND THE MOUNTAIN LION. *Written and illustrated by C. W. Anderson.* New York: The Macmillan Co., 60 5th Ave., 1959. Pp. 46. \$2.50. This is the sixth story about Billy and his handsome little pony, Blaze. This time they are spending the summer on a ranch and are, as usual, having exciting adventures. Together they discover the lair of a mountain lion, rescue a calf which has fallen over a cliff, and win a beautiful new lasso. The story is very direct and easy to read, and the illustrations are excellent. For ages 6-8 and for older boys with reading difficulties.—E.H.

A BROTHER FOR THE ORPHALINES. *By Natalie Savage Carlson. Pictures by Garth Williams.* New York: Harper & Bros., 49 E. 33d St., 1959. Pp. 100. \$2.95. In an earlier book, this author introduced twenty delightful little girls, inmates of a Paris orphanage, and their loving guardians, Madame Flattot and Genevieve. In this sequel the girls find a baby boy on their doorstep and are determined to keep him. Their ingenious schemes for circumventing the orphanage rules against boys make a heart-warming story with an authentic French flavor.—E.H.

EDDIE AND LOUELLA. *Written and illustrated by Carolyn Haywood.* New York: William Morrow & Co., Inc., 425 4th Ave., 1959. Pp. 192. \$2.95. Children in the middle grades never tire of Carolyn Haywood's amusing stories. Eddie Wilson, one of their favorite characters, is the hero of this tale of adventure and misadventure with Louella, a talking parrot from Texas. Complications develop when Eddie lends Louella for decoration at a charity ball and gets back a different parrot. Eddie fans will not be surprised—but they will be delighted—to find that Miss Haywood has made a perfectly hilarious story out of Eddie's efforts to get his own parrot back.

Very real children, very normal family relationships. Ages 8-12.—E.H.

FOLLOW THE REINDEER and MY VIL-LAGE IN ISRAEL. *Both by Sonia and Tom Gidal.* New York: Pantheon Books, 333 6th Ave., 1959. Each pp. 76. Each \$3.50.

These two new titles in an excellent series follow the pattern established in the earlier books. Told in the first person by a native child, each book describes everyday life in a distant land (Lapland, in the case of *Follow the Reindeer*) and supports the text with many fine photographs. Popular alike with children and adults, the success of this series stems from the authors' ability to create atmosphere as well as to give accurate facts. Ages 9-12.—E.H.

MADELINE AND THE GYPSIES. *Written and illustrated by Ludwig Bemelmans.* New York: The Viking Press, 625 Madison Ave., 1959. Pp. 56. \$3.50. We join the publishers in saying: "Madeline's back! Hooray! Hooray! Always enchanting and *toujours gai!*" Madeline's talent for attracting adventure is as pronounced as ever, and she is still the despair and the delight of the good Miss Clavel. Stranded at the top of a Ferris wheel, she is rescued by gypsies and enjoys a brief period of nomadic life. But in the end she is back "In an old house in Paris that was covered with vines, One of twelve little girls in two straight lines." For the picture book age.—E.H.

OTTO IN TEXAS. *Story and pictures by William Pène DuBois.* New York: The Viking Press, 625 Madison Ave., 1959. Pp. 45. \$2.50. Otto, the biggest dog in the world, endeared himself to children in the picture book, *Otto at Sea*. In this continuation of his adventures he goes to Texas, where his exploits smack of Hollywood, a comic strip and a rip-roaring Western. He sleeps in an air-conditioned doghouse with its own swimming pool, digs up the bones of a dinosaur, and tracks down a gang of notorious "oil rustlers." All this is told with a straight face and pictured in bright colors. Good fun for ages 5-9.—E.H.

THE PLANT SITTER. *By Gene Zion. Illustrated by Margaret Bloy Graham.* New York: Harper & Bros., 49 E. 33d St., 1959. Pp. 32. \$2.50; library binding \$2.57 net. You have heard about baby sitters and dog sitters. Well, Tommy was a plant sitter, and it paid very well—two cents a day for each

plant he kept while the neighbors were on vacation. Tommy loved eating, sleeping, and even bathing in a jungle of plants; but Father was not so enthusiastic. A surprise ending brings the story to a satisfactory ending. Illustrations in blue, green and yellow are a perfect complement to the story. Ages 5-8.—Reviewed by MRS. PEARL PERRY, librarian, Middlesex Elementary School, Baltimore County, Md.

REINDEER TRAIL. *Written and illustrated by Berta and Elmer Hader. New York: The Macmillan Co., 60 5th Ave., 1959. Unpaged. \$3.25.* In the late nineteenth century the Eskimos of Alaska were facing starvation because whalers and hunters from other lands had killed or driven away the birds and animals which for ages had furnished their food supply. This story, based on a true event, tells how a representative of the United States government went to Lapland and brought back domesticated reindeer and Lapp herders to instruct the Eskimos in their care. An interesting story illustrated with many black and white and colored pictures showing authentic Lapp and Eskimo scenes and costumes. Especially useful for younger children (ages 6-10) studying Alaska.—E.H.

THE WOLF AND THE SEVEN LITTLE KIDS. *A story by the Brothers Grimm with pictures by Felix Hoffmann. New York: Harcourt, Brace & Co., 750 3d Ave., 1959. Unpaged. \$3.75.* A beautiful new edition of a familiar story is always welcome. This one is outstanding for its handsome illustrations, many in rich color and all dramatic and amusing. The Swiss edition of this book was awarded the Youth Book Prize for 1957. Ages 4-8.—E.H.

Science

THE ADVENTURE OF LIGHT. *By Frank Jupo. Englewood Cliffs, N. J.: Prentice-Hall, Inc., 1958. Pp. 60. \$2.95.* This book tells the story of light from fire, the torch, early lamps to light without fire. This means light from incandescent bulbs and chemicals that glow. Many two-color illustrations enhance the interest of the book. Ages 8-12.—Reviewed by PAUL E. BLACKWOOD, consultant in elementary science, Office of Education, Department of HEW, Washington, D. C.

BOY BENEATH THE SEA. *By Arthur C. Clarke. New York: Harper & Bros., Inc., 49 E. 33d St., 1958. Pp. 64. \$2.50.* Featured are real photographs of young skindivers and

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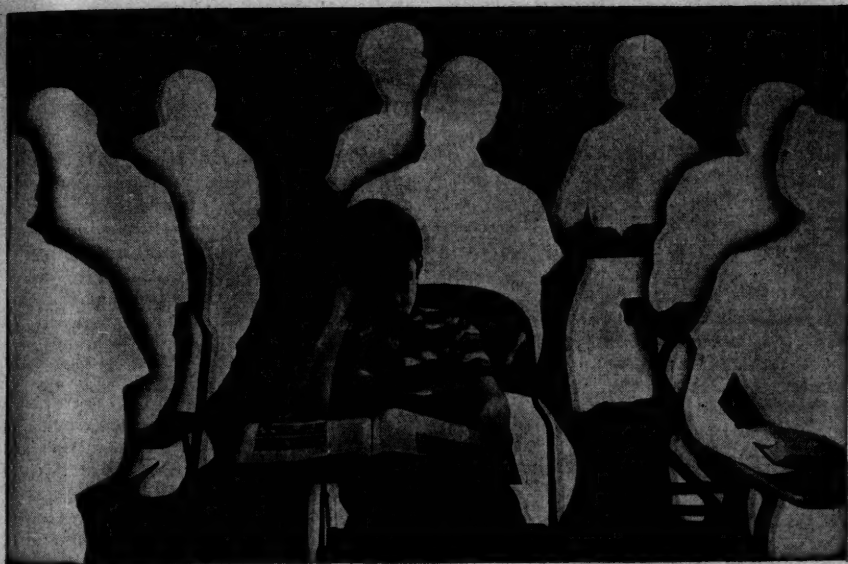
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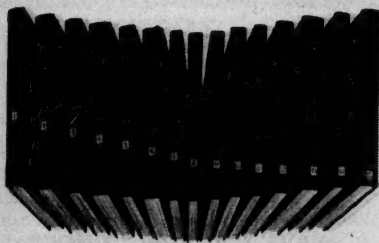
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all the things they see as they explore the underwater world of the warm Indian Ocean near Ceylon. The book, however, is instructive to young people everywhere who want to use snorkels to explore life in the water. *Ages 10-12.*—P.E.B.

MILLIONS OF YEARS AGO. By Edwin H. Colbert. Illustrated by Margaret M. Colbert. New York: Thomas Y. Crowell Co., 432 4th Ave., 1959. Pp. 153. \$2.75. This very thorough summary of living things on earth in prehistoric times discusses how paleontologists use fossils to study the story of ancient life. It tells about early fishes, ancient land dwellers, the age of dinosaurs and mammal rulers of the land. Excellent black and white drawings of most of the typical ancient animals lend additional interest to this fine book. *Ages 10-15.*—P.E.B.

MOON TRIP. By William Nephew and Michael Chester. New York: G. P. Putnam's Sons, 210 Madison Ave., 1958. Pp. 63. \$2.50. Two missile scientists explain in non-technical language many things that explorer-minded youth want to know. How will the crew of the moonship be protected? What will they eat? What will they find when

they reach the moon? Twenty pages and seven illustrations help give authenticity to the "true adventure in space." *Ages 8-12.*—P.E.B.

WILDLIFE AT YOUR DOORSTEP. By Gerald Rouns. Englewood Cliffs, N. J.: Prentice Hall, Inc., 1958. Pp. 115. \$3. This is a beautifully written and illustrated book about animal life near at hand—from "the spider spinning her almost invisible thread of gossamer in the early morning sunlight" to "birds that shilly-shally and have difficulty making decisions or are bullheaded, known all types." The interesting changing seasonal habits of many nearby animals are discussed. *Ages 10-14.*—P.E.B.

PUSH AND PULL: THE STORY OF ENERGY. By Paul E. Blackwood. Illustrated by William D. Hayes. New York: Whittlesey House, 330 W. 42d St., 1958. Pp. 190. \$3. Following a clarification of basic definitions, this book discusses the various forms of energy and their convertibility. The cyclic nature of energy is stressed throughout. Difficult concepts about atomic and molecular theory, chemical and biological reactions, and electromagnetic waves

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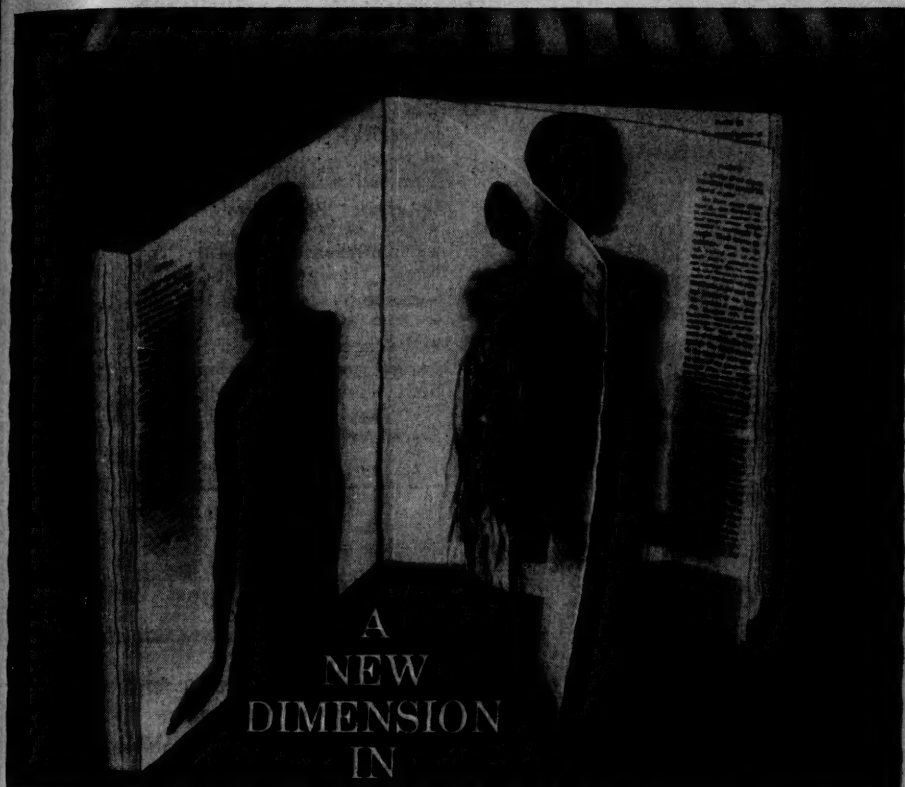
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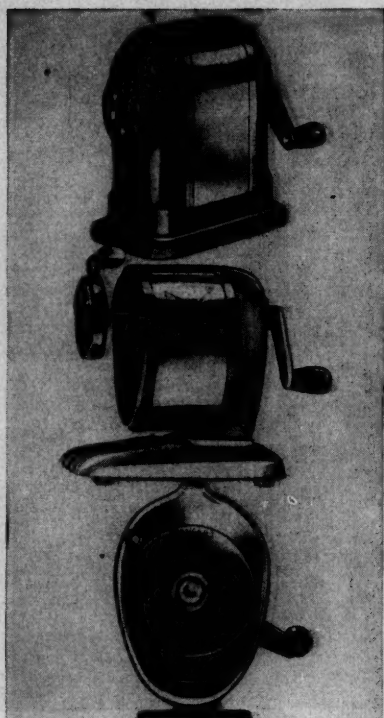
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are presented simply and interestingly through use of familiar parallels and clear exposition. The attractive line drawings are helpful. Particularly noteworthy is the treatment of newer energy sources including tidal, the earth's interior, the thermal differential of the sea, solar devices, fission and fusion. The author skillfully conveys a feeling for the open-endedness of science. Experiments which can be done at home are featured and a comprehensive glossary is included. The "easy" reading level indicates that the book is generally suitable for the junior high school student and is also appropriate for gifted and superior pupils in the upper elementary grades and as easy material at the senior high school level.—Reviewed by HELEN E. HALE, supervisor, Senior High School Science, Baltimore County, Md.

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Books for Adults

Editor, JAMES A. SMITH

DICTIONARY OF EDUCATION. By Carlton V. Good, Editor. New York: McGraw Hill Book Co., 330 W. 42d St., 1959. Pp. 676. \$9.75. With a dictionary of education the science of education comes of age. This book serves two historical purposes: as the first instrument of the profession which standardizes expressions and terms and gives clarity to educational jargon; as a base on which to build future terms. Sponsored by Phi Delta Kappa, this tremendous piece of work has been brought to fruition after years of hard work. It will make a great contribution to the educational scene.—J.A.S.

GOOD BOOKS FOR CHILDREN. Compiled by Mary Eakin. Chicago: University of Chicago Press, 5750 Ellis Ave., 1959. Pp. 273. \$5.95. This book will prove to be an indispensable aid for teachers planning instructional programs. It is a compilation of critiques of the best one thousand books reviewed in the past ten years in "Bulletin of the Center for Children's Books" under the sponsorship of the Graduate Library School at the University of Chicago. This bibliography is not a list of great books or classics, but rather of noteworthy books. No attempt was made to make it a balanced coverage of subject matter but it turns out that way. The criteria used in selecting good books are: literary quality, quality of content, suitability of style and subject matter for the age of the reader for whom the book is intended, and physical format. The books are analyzed for all areas of potential usefulness under these categories: maturity level, subject, developmental values, curricular uses, appeals and types of literature. To make it even more usable the book has an extensive index. The reviews of the books are direct, objective and honest. This is a resource every library must have.—J.A.S.

THE MODERN ELEMENTARY SCHOOL. By Wilbur H. Dutton and John A. Hockett. New York: Rinehart & Co., Inc., 232 Madison Ave., 1959. Pp. 530. \$5.50. Focusing on the broad aspects of teaching and the elementary curriculum, this book is practical, helpful, and challenging in its presentation of some of the important improvements of

learning today. The first section emphasizes the importance of the teacher and his understanding of the child and the curriculum. Part two treats thoroughly the teaching of the elementary school subjects. These chapters are a "treasury of information," with goals, sequence of experiences and sample lessons. The third section deals with guidance of individual progress which includes an excellent chapter on classroom control and another which considers aspects of evaluation. There is a carefully selected bibliography and summary for each chapter.

Dutton and Hockett have written a source work for the summarization of the best in classroom methods and curriculum procedures.—Reviewed by MIRIAM McSWEENEY, coordinator of reading, Grades I-XII, Lynn, Mass.

THE ROLE OF THE TEACHER IN GUIDANCE. By Edgar G. Johnson, Mildred Peters and William Evraiff. Englewood Cliffs, N. J.: Prentice-Hall, Inc., 1959. Pp. 276. \$4.95 This volume approaches the school's guidance program from the teacher's

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point of view. It is not the lecture variety of writing. The authors are fully aware of the present demands made on the classroom teacher. They are not calling for the assumption of new duties. Rather, they offer a frame of reference through which the teacher may see his role in the school, where the whole school is concerned with guidance of the child.

Of particular note is the philosophy that the teacher is the primary guidance worker. Many concrete suggestions are presented which the teacher already uses but could use more fully to make teaching easier.

Beside the obvious use of this book as a text in teacher preparation courses, it would be useful as a part of the professional library in all schools or as a text or reference in an in-service program.—Reviewed by BARBARA W. GERBER, guidance director, Cheektowaga Central School, N. Y.

THE ADULT AND THE NURSERY SCHOOL CHILD. By Margaret I. Fletcher. Foreword by W. E. Blatz. Toronto: University of Toronto Press, 1958. Pp. 118. \$2.75. Margaret I. Fletcher, head of the Nursery School at the Institute of Child

Study at the University of Toronto, has written a short but informative book which grew out of lectures to students preparing for nursery school work. The theme is the particular importance of adults in the life of the pre-school child and the necessity of having a carefully devised plan for guiding children of this age.

The book describes the plan of nursery education and theories of child growth developed by the nursery school and academic staffs at the Institute over a period of thirty years. Procedures used in this nursery school can be adapted by adults in other nursery schools and in the home.

The role of the teacher, characteristics of the pre-school child and the relationship between teacher and child are discussed in detail. Setting the Stage, Helping a Child to Fit into a Way of Living, Helping a Child to Accept Dependence and Helping a Child to Take Responsibility are broad subjects under which countless procedures are discussed. In a final chapter, Dorothy A. Millichamp discusses the broader aim of nursery education: maintaining and promoting mental health.—Reviewed by LAURA ALLEN PRESTON, assistant professor of home economics and education, Syracuse University, N. Y.

WE ARE SIX. By Clare and Morey Appell and Suzanne Szasz. New York: Golden Press, 63 5th Ave., 1959. Pp. 61. \$2.95. This is not exactly a professional book, but parents and teachers will want to know it exists. It is a simple story of a family and a very special event—the arrival of a new baby. It is a photographic account of a real family—not a story book. It could be used with children or by children. It is realistic and quietly done. The photographs are excellent.—J.A.S.

THE NATURE OF BEING HUMAN. By Marie Rasey, Editor. Detroit: Wayne University Press, 1959. Pp. 115. \$3.95. Specialists in psychiatry, biology, anthropology

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and education have contributed to this book which is a composite of the annual Franklin Memorial Lectures in Human Relations at Wayne University.

Edmund W. Sinnott, biologist at Yale University, discusses the cultural development and educability of man as they relate to his biology. He stresses motivation as being the basic problem of teaching but takes exception that motivation is based on drives. It is more due to the fact that the human organism has a biological organization which makes us set goals and work toward them. Ralph D. Rabbinovitch, director of Hawthorn Center in Michigan, discusses the hazards confronting a child that turn his human nature into negative behavior. Ashley Montagu, anthropologist consultant for UNESCO, discusses the normal human nature of infants and the importance of the symbolic relationship between mother and child immediately after birth. William H. Brown, educational research specialist at North Carolina College, discusses the powers man has to control his destiny: his creative imagination, his power of conceptualizing, and education.

Marie Rasey's concluding article entitled,

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"Why Teachers?" states that it is the teacher's task to keep his humaneness and to facilitate his growth to higher levels. This is indeed a stimulating book.—J.A.S.

DEVELOPING LANGUAGE SKILLS IN THE ELEMENTARY SCHOOL. By *W. T. Petty and H. A. Greene*. Boston: Allyn & Bacon, Inc., 150 Tremont St., 1959. Pp. 513. \$6. The authors begin by looking at four important educational problems—point of view, curriculum content, methods of instruction, and evaluation of results—and how these are integrating problems of the teacher and the supervisor. This is followed by the educational philosophy of today and the theories of learning necessary to making a language arts program successful.

They approach the objectives of a language program first with a general over-all view and then outline an elementary oral language program, a written language program, and the area common to both. They then move into the instructional emphasis on expressional language skills and how this relates to other school subjects.

Much time is spent on techniques and methods of developing the language skills. The subject of grammar is debated and the place and methods of creative expression discussed. The rest of the book is devoted to selecting and evaluating textbooks, workbooks, evaluation and measurement. The last chapter summarizes the principles of method in language expression.

This book is commendable for its wealth of language arts material written in readable style with key words preceding each subdivision of the chapter. The newest information and research make this a handy reference for anyone interested in the language arts field.—Reviewed by BETTY T. KINNEY, teacher of English, Westhill School District, N. Y.

GUIDANCE IN THE ELEMENTARY SCHOOL. By *Robert H. Knapp*. Boston: Allyn & Bacon, Inc., 150 Tremont St., 1959. Pp. 394. \$5. Through the use of many guidance tools and techniques, this book expresses the viewpoint that the regular classroom teacher is the key guidance worker.

Good guidance and counseling are possible only if those carrying out the function know

the child. Helping the elementary child as an individual with his educational, vocational and personal problems is one of the key factors of the guidance program. Discussions of values and uses, samples of good observations, check lists, rating scales, questionnaires, autobiographies, case studies and cumulative records are given as aids in helping to gather information needed in understanding the child.

Techniques of grouping, learning and orientation experiences attempt to eliminate emotional problems of the child. Programs of mental and physical health are both preventive and remedial. The exceptional child in the elementary school is one who deviates from the average in one or more of the following areas of development: intellectual, physical, social and emotional. To stress the deviation in the lives of the children may assist in the development of negative attitudes toward themselves, the people around them, and their environment.—Reviewed by LAWWOOD R. HAITH, teacher, Eighth Grade, Washington Drive Jr. High School, Fayetteville, N. C.

Bulletins and Pamphlets

Editor, J. CHARLES JONES

JAPAN. THREE EPOCHS OF MODERN EDUCATION. By *Ronald S. Anderson*. Washington, D. C.: U. S. Department of Health, Education and Welfare, 1959. Pp. 207. \$1.25. This publication is a comprehensive and technical history of all phases of the Japanese educational system, ranging from elementary levels through college and special education programs for the handicapped and adults. Japanese educational history reflects the history of its people and their political experience, extending to the modern period of co-educational enlightenment called the "greatest educational reform since the Meiji restoration."

The education-eager Japanese first turned to American sources for educational guidance. As the period of Nationalism developed, they turned to German Herbartian ideals. The present period is one of emphasizing the child's development as a worthwhile member of a democracy.

In addition to a much greater federal com-

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trol, the greatest contrast to United States education seems to be in the formalized type of teaching in overcrowded classrooms. Despite this, there is a warm personal relationship between teacher and pupil.

America's role, at present, is in assisting the moral rebirth of Japan's youth through consultants, supplies and example.—Reviewed by CATHERINE NESBIT, former teacher, U. S. Armed Forces Dependents School in Japan, Winfield, Pa.

BEHIND THE HEADLINES (Current Affairs Bulletin #4). New York: Anti-Defamation League of B'nai B'rith, 515 Madison Ave., 1959. Pp. 23. 15¢. This pamphlet offers a program technique for the understanding of human problems through a meaningful use of newspaper headlines and is recommended for classes and community groups. Headlines of events occurring from 1956 to 1958 are provided that deal with seven areas of human relations tensions in America. Each of these areas—discrimination in housing, etc.—is organized as a complete unit under the headings: newspaper headline, background information, questions for discussion, reading materials relevant to the problem, audio-visual

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aids and action projects. For example, the newspaper headlines about Norwalk that "Negro Family Is Greeted at Party" and the one about Levittown, Pennsylvania, that "State Police Guards Home" refer to the problem of housing and become meaningful after using this technique. Throughout the United States groups composed of many thousands of people are meeting because of deep concern over the danger to our freedoms and security. Here is a helpful technique for their study, discussion and action.—Reviewed by CYRUS H. KARRAKER, associate professor of history, Bucknell University, Lewisburg, Pa. (President, Pennsylvania Citizens Committee on Migrant Labor)

A NATION OF IMMIGRANTS. (One Nation Library Pamphlet) By John F. Kennedy, in cooperation with the Joseph Kaplan Project in Intergroup Education. New York: Anti-Defamation League of B'nai B'rith, 515 Madison Ave., 1959. Pp. 40. 50¢. This is a story, told in dramatic style by Senator Kennedy of Massachusetts, of American immigration policy during the past 350 years. Senator Kennedy guided through the Senate the only major amendment to the Immigration and Nationality Act of 1952. He describes the motives and forces that brought forty million people to America from many countries, their impact on each other, and the strength that the United States has derived from their diverse cultures. There was no restrictive immigration policy until 1921, when an act was passed limiting immigration on the basis of national origin. He makes a plea not for unlimited immigration but for so much immigration as our country can absorb and which would be based on a national policy that would be generous, fair and flexible. This pamphlet is well illustrated, includes a bibliography and, accompanied by a large colored ethnographic map, provides excellent reading for young adults.—C.H.K.

BEST BOOKS FOR CHILDREN. Compiled in the Offices of "Library Journal"—Junior Libraries. New York: Junior Libraries, 62 W. 45th St., 1959. Pp. 190. This catalog lists 2,700 books which were selected from over 15,000 nominations made by libraries, publishers and authorities in this area. Books chosen to be listed include the recommendation of two if not all three of the following: Booklist of the American Library Association, Children's Catalog of the H. W. Wilson

Company, and "Junior Libraries" reviews of the *Library Journal*.

The book is arranged by subject within three grade ranges: pre-school and kindergarten through grade 3, grades 4 through 6, and grades 7 through 9. It also contains a listing of books on special subjects, such as holidays, puppets, pets, music. In addition to this basic arrangement, each book is given its own specific grade range. *Best Books for Children* can help to make easier the task of finding the book with the right interest and vocabulary level for the right child.—Reviewed by PAUL C. BERG, director of the Reading Clinic, University of South Carolina, Columbia.

YOUR CHILD AND HIS READING—HOW PARENTS CAN HELP. Public Affairs Pamphlet No. 278. By Nancy Larrick. New York: Public Affairs Committee, 22 E. 38th St., 1959. Pp. 28. 25¢. This pamphlet, based on *A Parent's Guide to Children's Reading* (Doubleday & Co., cloth-bound, \$2.95; Pocket Books, Inc., paper-bound, 35¢), contains a discussion of children's reading interests and habits from infancy through early school years. Specific books are suggested for each age and interest group, with particular reference to abilities, behavior and desires of each group.

Special discussion is given to interest and its development, comics and television, dictionaries and encyclopedias, use of the public library and bookstore, book lists, and book buying toward building a home library. The responsibility of the parent to the child's daily experiences, the school library, and the community public library is stressed.

The many suggestions and specific recommendations for applying interests shown by a child to the selection of his literature should be of particular help to parents of boys and girls twelve and under.—P.C.B.

TELEVISION: HOW TO USE IT WISELY WITH CHILDREN. By Josette Frank. New York: Child Study Association of America, 132 E. 74th St., 1959. Pp. 28. 25¢. This pamphlet will make interesting reading for parents concerned with the effect of television on their children. Miss Frank leaves us with no doubt that television does have possibilities for good or evil and that it can divert children from doing things that call for effort and imagination. The effects of violence, shooting and suspense and the possibility of

CHILDHOOD EDUCATION

acquiring unfortunate attitudes toward life and people, as well as ways parents can screen programs, are discussed. Television and its relationship to education and school work are considered, together with the relationship between reading and television.

Suggestions are given as to how we can obtain better programs for children. Underlying this wealth of information is the basic assumption that television affects different children in different ways because each child comes to his television experiences with a different personality and background. Parents must therefore regulate television viewing with this in mind. Present studies on the effects of T.V. on children are often conflicting. There is still need for research in this area. In its absence, parents may still have to control T.V. by turning off the set once in a while!—Reviewed by RICHARD S. ABBOTT, Public Schools, Lewisburg, Pa.

STUDYING SOCIAL RELATIONSHIPS IN THE CLASSROOM: SOCIOMETRIC METHODS FOR THE TEACHER. By Louis P. Thorpe, Milo E. Whitson, Denis Baron, and Georgia Sachs Adams. Chicago: Science Research Associates, 1959. Pp. 49.

\$1. The teacher who has responded to current interest in the social climate of the classroom but who lacks the information or techniques for appraisal or analysis will find much in this booklet which will be useful. As the authors—a professor of psychology and education, a mathematics professor, and two professors of education—point out, "... it is often hard for teachers to realize that children also differ in their social needs—that, for example, not every child wants or needs a high degree of popularity; or that

even the popular child may have social needs that are not being met..." Even the teacher with no formal training in statistics and measurement should have no difficulty understanding the sections on the Sociometric Test and Interpreting Sociometric Data. The first and last chapters on Why Study Social Relationships in the Classroom and How to Use the Results of Sociometric Testing round out a useful, well-written booklet.—J.C.J.

TEACHING SCIENCE THROUGH HOLIDAYS AND SEASONS WITH SCIENCE BULLETIN BOARDS, EXHIBITS AND ACTIVITIES. By Matthew F. Vessel and Herbert H. Wong. San Francisco: Fearon Publishers, 2450 Fillmore St., 1959. Pp. 35.

\$1.50. All too often the bulletin board and the accompanying table top are mere decorative items in the classroom. With the suggestions offered, this schoolroom area can become a more meaningful learning situation by correlating the holiday bulletin board and science each month of the school year.

The use of inexpensive material is intended to make it easy for the individual, or in some cases the group, to carry out the project. Some of the situations serve as a stimulus for a year-long project, and all of the activities are aimed at creating a desire within the child and the teacher to know more about the subject at hand. This desire should be at least partially fulfilled by a short list of books at the end of each monthly section. If these books and those in the bibliography are available to children and teachers, a successful project should be within their reach.—Reviewed by RICHARD F. WAECHTER, science consultant, Bucknell University, Lewisburg, Pa.

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Over the Editor's Desk

Dear Readers:

A great deal of focus has been placed on kindergartens recently. Two recent publications put out by our Association are: *What Are Kindergartens For?* and *How Good Is Our Kindergarten?*

In addition to this I suggest that you write to ACEI Headquarters for a free reprint, *A Nation's Concern for Kindergartens*, by Hazel F. Gabbard, specialist, Extended School Services and Parent Education, Office of Education, Department of Health, Education and Welfare, Washington, D. C. The article, which first appeared in *School Life*, May 1959, points out that awareness of the advantages of school for the four- and five-year-olds is expressing itself in many ways—in public demand, legislative support, programs and platforms of national organizations.

Hazel Gabbard has gathered data on the growth and present status of kindergartens in the United States. It follows:

"Since the first public kindergarten was established in 1873, education for five-year-old children has been gradually gaining in acceptance and support as a beginning unit of the elementary school program. Practically all of the 50 states now have permissive or mandatory legislation authorizing school authorities to provide kindergartens. There are 22 states which assist through the regular state-aid funds in financing local kindergarten programs. Such a provision is found to be a vital step in extending kindergarten education to all children.

"Steady progress may be charted, especially since 1940, when only one out of five children had an opportunity to go to kindergarten. At that time kindergartens were concentrated principally in the large cities. In recent years programs for fives have been organized in smaller communities. In October 1958, the Bureau of the Census reported 64% of the 3.8 million five-year-old children in the population were in school. Only 50% of these children were attending kindergarten; the other 14% of the fives were in first-grade groups because the schools in their communities did not have kindergartens. State statistics on kindergarten enrollments show

eight states that report no programs for their five-year-old children.

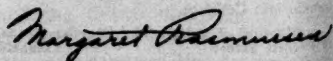
"Among the children who lack kindergarten opportunities are those living in rural areas. Kindergartens in the city have usually followed the pattern of a half-day session, but in the country this plan must be adjusted to a whole-day program in order to arrange for transportation to and from school. Some schools have experimented with a kindergarten summer session as a means of orientating children to group life before entering first grade. However, plans for satisfactorily reaching the rural area problem must still be explored.

"The demand for kindergartens in the cities has been so great that many schools have been forced to increase the enrollment in kindergarten groups far beyond a desirable teacher-pupil ratio. Also, the teacher shortage has been another factor to cope with since teachers prefer to be assigned to a primary group with a smaller pupil load than teach two sessions of children. Many children unable to attend a public school kindergarten are enrolled in private school groups by parents who do not want to deprive them of school for a year due to a school entrance age cut-off date."

The encouraging report from West Virginia is that the state legislators passed a bill which provides for state supported kindergartens. The law states that the West Virginia Department of Education shall prescribe standards to be used as criteria for approval for public and private nursery schools and kindergartens and shall establish teacher certification for those teaching children four to six years of age. Credit goes to the West Virginia ACE for passing of this bill.

November 10 is the day set aside during American Education Week for "Extend Education Downward Day." What plans are you making for more nursery school and kindergarten education in your community? Will you let me know?

Sincerely,



CHILDHOOD EDUCATION

Children's Views of Themselves

By IRA J. GORDON, University of Florida, Gainesville

This bulletin is ACEI's first membership bulletin of 1959-60. It is also a "first" in that it blazes the trail in focusing on children's self-concepts.

Children's Views of Themselves comes at a time when pressures from all sides (and from our own ranks) urge *more* of this and *more* of that subject matter and, unfortunately, *less* on the growth and development of children.

To illustrate his main points, Ira J. Gordon presents four children who make frequent appearances throughout the bulletin. Note the following topics which take on greater meaning by use of anecdotes:

The Role of Self-Estimates in Behavior—Introduction of Tim, who is able to "lick the world"; Anne, who has reading difficulties; John, the "ugly duckling," who is sure he'll never catch up to the other boys; and Mary, who meets all with kindness.

How Self-Concepts Come About—The Role of the Family, Bodily Forces, School Influences, Peer Influences.

How Adults Can Estimate Children's Self-Concepts—Tasks Tackled or Avoided; Evidences of Tension—Child's Techniques for Handling: Denial, Distortion, Aggression, Peer Behavior.

How Adults Can Help—Be Yourself—Be Honest, Set Realistic Expectations, Provide for Productive and Creative Work, Provide a Variety of Stimuli, Trust Children, Provide for Immediate "Feedback," Handling Discipline, Building Home-School Relationships, Use Your Own Initiative.

The 36 pages include suggested readings, as well as a foreword by Gladys Gardner Jenkins, George Washington University, Washington, D. C. The price is seventy-five cents.

Ed. note: As you know, italicized print is used to highlight important points in printed materials. In editing the manuscript the temptation to use this technical device presented itself many times. However, this temptation was resisted since it would have resulted in an entire bulletin in italics.

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